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| Monday | Fluency  Using equipment / visual aids to develop understanding where possible.  Begin lesson with a problem solving question / reasoning question to give a context / purpose for learning | I would expect that on Monday, all children are provided with the same opportunity, so that assumptions aren’t made of their abilities, unless they are working significantly below the expected standard for that point in the year. On Tuesday, you may challenge more-able, based on learning from prior day. I.e this could be through giving them numbers with more digits for the four operations. *This means looking at differentiating work!* Ifyou need help or suggestions, please ask!  Provide the children with the answers for fluency tasks in a small box beside the questions! This way, they can mark off when they have the answer right an if it is not in the grid, they need to have another go with a green pen! This makes marking much easier for you too, and gives you time to quality mark problem solving and reasoning tasks as these are key evidence that a child has secured a skill!  Please remember what is meant by varied fluency: procedural or conceptual variation. Conceptual means visual representations to help, procedural means applying learning. Example of procedural could be:   * when looking at multiplication facts: if we know 5 x 6 = 30, what would this be: 50 x 6 = ? * When looking at addition and subtraction:   12,343 + ? = 54,709 Using the inverse to write the answer or finding links and connections between sums:  122-92 119-89  If you need assistance with this, please ask me!  Please note: not all children will progress to problem solving / reasoning activities at the same time. You need to make a professional, teacher assessment as to who can move on and who does not. These activities may likely need to be differentiated from now on too, depending on abilities to use and apply skills. There should be a range of problem solving, not use word problems. Use true/false, missing number problems, complete the sentence. **Remember, these should be quality marked too,** providing clear feedback for misconceptions and clear challenge for more-able pupils to progress.  I understand you may spend more than one week per concept, which is absolutely fine. Just please stick to this sequencing once a new concept has been introduced (so you may spend 4 days on fluency or you may spend more than two days on reasoning / problem solving etc). |
| Tuesday | Fluency  Moving to abstract.  Try to encourage only SEND / children at risk of underachieving targets to use resources to support learning.  Begin lesson with a problem solving question / reasoning question to give a context / purpose for learning |
| Wednesday | Fluency  Varied Fluency  Begin lesson with a problem solving question / reasoning question to give a context / purpose for learning |
| Thursday | Problem Solving / Reasoning  Applying skills taught  Developing reasoning skills to demonstrate a deeper understanding of concepts |
| Friday | Problem Solving / Reasoning  Applying skills taught  Developing reasoning skills to demonstrate a deeper understanding of concepts  See the source image |

