

Lesson Part		Rosenshine's Principles	Content	Purpose
Daily recap		Principle 1 - Daily review Principle 10 - Weekly and monthly review	<ul style="list-style-type: none"> Prior knowledge questions. Frequent quizzes – last lesson, last week, last term, last year. Recall of number facts including multiplication tables. Weekly mental arithmetic tests. 	<ul style="list-style-type: none"> To provide assessment information. To embed learning into long term memory. To provide a 'thread' from previously learnt material to new learning.
Anchor Task	In Focus	Principle 2 – Present new material in small steps	<ul style="list-style-type: none"> Paired mathematical exploration. Paired mathematical discussion. Application of previously learnt material. 	<ul style="list-style-type: none"> Collaborative exploration and application of prior learning. To develop procedural fluency and independent problem solving.
	Let's Learn	Principle 2 – Present new materials in small steps Principle 3 - Ask questions Principle 4 - Provide models	<ul style="list-style-type: none"> Step by step use of worked examples – provide clear instructions. Pictorial representations to support understanding – utilising dual coding theory. Thinking aloud as a mathematician. Questioning to develop conceptual understanding. Pre-empting and addressing misconceptions Explicitly teaching new mathematical language. 	<ul style="list-style-type: none"> To ease cognitive load. To provide clear models and worked examples. To provide success criteria. To model the use of mathematical vocabulary in context.
Guided Practice		Principle 5- Guide student practice Principle 3 - Ask questions Principle 6 - Check student understanding Principle 8 - Scaffold difficult tasks	<ul style="list-style-type: none"> Paired mathematical discussion. Teacher on the move - checking, correcting, reteaching, questioning to assess understanding. Teacher identifying children who may require further explicit instruction and guided practice. Identifying and addressing misconceptions. 	<ul style="list-style-type: none"> Identify children who require support. Provide scaffolds to enable all learners to succeed. Provide children with in the moment feedback. To provide children with the understanding needed to work independently.
Independent Work		Principle 9 - Independent practice Principle 6 - Check student understanding Principle 7 - Obtain high success rates Principle 8 - Scaffold difficult tasks	<ul style="list-style-type: none"> Teacher on the move - monitoring, correcting and reteaching. Teacher working with a group who require further instruction. Providing scaffolds where needed. Provide challenge through complexity of task where appropriate. 	<ul style="list-style-type: none"> Mastery over learning for automatic retrieval. To obtain high success rates. To develop children as confident and independent mathematicians.
Review		Principle 6 - Check student understanding Principle 7 - Obtain high success rates	<ul style="list-style-type: none"> Children mark their own work. Ask children to explain what they have learned. Re-teach material if needed. Provide further examples to develop depth of understanding and mastery. 	<ul style="list-style-type: none"> Provide children with formative feedback. To obtain high success rates. To ensure children are ready for the next step of their learning.