

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.