### Pascoe Vale Primary School

**Numeracy Lesson Structure**

*Numeracy Vision “At Pascoe Vale Primary School we believe that numeracy is the ability to apply mathematical knowledge, thinking and understanding confidently in order to solve real life problems.”*

| **Lesson Beginning** | 1. **Number Fluency**  
(10 mins) | • Explicit number fluency practice every lesson  
(Games, mental processes, x tables, counting patterns, number lines, counting strategies)  
- P-2: number recognition  
- 3-4: repetition, 4 processes  
- 5-6: mathematical thinking & elaboration |
|---|---|---|
|  | 2. **Lesson Learning Intention and Success criteria**  
(5mins) | • Lesson Learning Intention and Success Criteria made clear to the students  
– student friendly language “today’s learning intention is ...”  
• Lesson structure for every lesson displayed |
|  | 3. **Getting Knowledge Ready**  
(5mins) | • Current Knowledge  
- opportunities for students to demonstrate their current level of understanding and knowledge – verbal and non verbal  
• Review and connect prior learning  
- use questioning, brainstorm  
- key words (vocab) elicited/taught/displayed  
- purposeful displays of vocabulary in the classroom |
| **Presentation** | 4. **Launch**  
(10mins) | • Provide explanation  
- short, sharp and clear  
• Link to previous learning  
• Examples  
- provide examples and non examples  
- present visually and/or concrete examples/multiple ways  
• Worded problems  
– incorporated to promote correct vocabulary usage  
• Explicit teaching of vocabulary:  
- modelled by teacher and students.  
• Model  
– provide scaffolded steps  
– think aloud/write aloud  
• Questioning checking for understanding  
– wait time  
– challenge misconceptions  
– have students paraphrase and summarise |
| **Guided to Independent Practice** | 5. **Explore**  
(20 mins) | • Differentiated, Multi-entry and teacher groups  
- Teacher and student directed- flexible, fluid  
- Clear instructions, timeframes, expectations  
• Rich and varied learning tasks  
- Challenging: set at a level beyond student’s current level of thinking, open ended tasks  
- Hands- on: concrete materials  
- Meet student needs  
• Teacher moves around the room  
- Monitor and assess student learning (ongoing): checklists, anecdotal, observation- what can they write, say’ make and do?  
- Identify students needing additional support  
- Provide feedback  
• Apply skills and concepts in different ways  
- May be in same or future lesson  
- Must be repeated/established so not forgotten  
- Make connections to other learning contexts |
| Review | 6. Reflection (10 mins) | Bring lesson to conclusion by reviewing and clarifying the key points | Summarise | • Student demonstration and reflection of new knowledge  
- Explain/articulate using correct vocabulary  
- Reflective journals, self evaluation, demonstration  
- Give feedback on what was learned  
• Teacher assessment to inform future lessons/report writing  
- Observations, anecdotal notes, questioning |