Mathematics Lesson Pathway

Introduce new vocabulary and use in content

Teach concept by using concrete apparatus, pictorial, abstract or reasoning method, linking children to the key vocabulary, the working wall and giving ample opportunities for them to discuss their learning

Practice skill through active learning and application of the component choosing appropriate CPAR method

AFL question to clarify which scaffolding learning will be accessed by each child

Apply and master components through varied fluency, reasonings and problem solving questions.

Evaluate learning by referring to the LO and success criteria

Share specific LO and discuss

Retrieve knowledge and vocabulary from previous lesson (or previous year if the start of a new unit) to improve automaticity and make connection with schema.

Depending on the learner and year group children may not need to start at concrete learning or they may never get to abstract. This will depend on their own personal learning journey.

Mental starter which retrieves knowledge of previously taught concepts to improve automaticity and ability to apply through a range of fluency and reasoning enabling generative knowledge

Daily counting / times tables to allow fluent recall and automaticity of number facts

Constant live feedback

Prior learning – find out what the children do or don't already know/ gaps in learning from the year previously and current year to ensure appropriate components are positioned to make subsequent learning possible.

Unit Plan

1 2 3 4 5



Individual, sequential component lessons (numbers) appropriately build the CPAR method throughout the unit. This enables a composite understanding (number tree) of each unit that can be applied through a variety of fluency and reasoning problems and can later be applied to other areas of Maths.