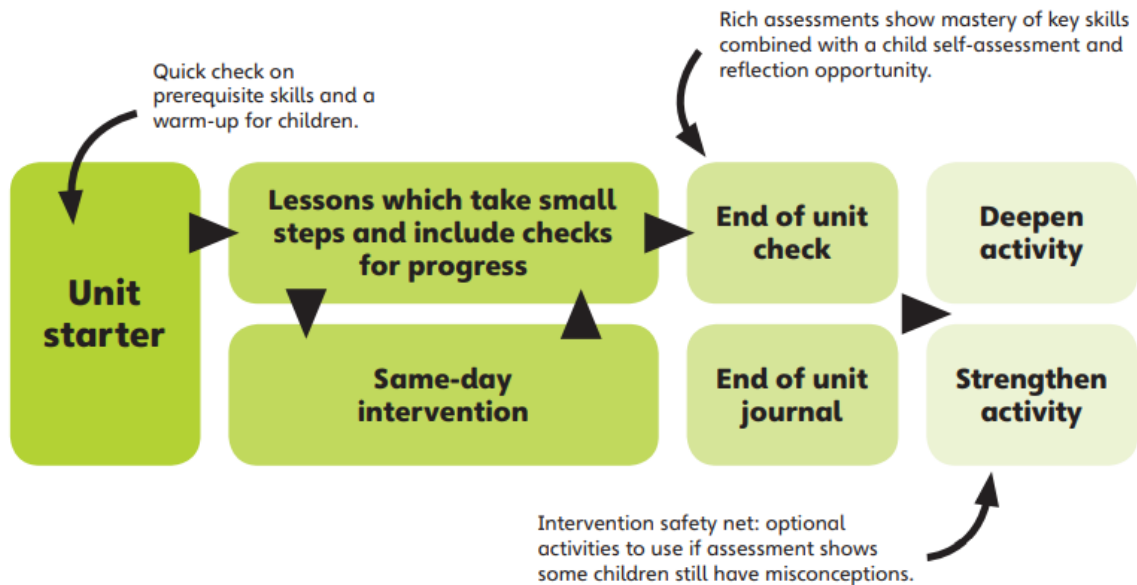


Power Maths Overview

Power Maths



[The Power Maths teaching model.pdf](#)

Lesson Sequence



Same Day Intervention

- A **'Power Up'** mental or oral starter activity which is designed to support fluency in all key number facts.
- **'Discover and Share'** activity where children can share, reason and learn.
- Children then **'Think together'** to consider solutions as a class, with partners or independently.
- Children then get the chance to **'Practice'** the skills learnt to build fluency and develop a deeper understanding of mathematical concepts. Challenge questions link to other areas of maths and encourage children to take their understanding to a greater level of depth.
- Children review, reason and **'Reflect'** on learning in every lesson.
- Following an **'I do'** **'We do'** **'You do'** scaffolded approach

[The Power Maths lesson sequence \(1\).pdf](#)

Power Maths Platform CPD

Use the slides and videos for support about the different parts of the lesson

[Lesson Structure CPD](#)

Keeping the class together

While some children will need to spend longer on a particular concept (through interventions or additional lessons), others will reach deeper levels of understanding.

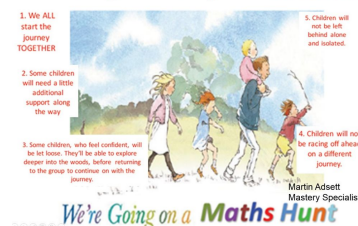
[Keeping the class together \(1\).pdf](#)

[Inclusive teaching/ SEND](#)

[Keeping together](#)

Teaching for Mastery

MathsHUBS



Depth and Breadth

Opportunities for deepening understanding and challenging children working at greater depth through the Power Maths Lesson

[Depth and breadth \(1\).pdf](#)

[I See Maths Resources](#)

Same Day Intervention

Essential to ensure children 'keep up' not 'catch up'. This can be within the lesson, later in the day or as pre-teaching.

[Same-day intervention.pdf](#)

Structures and Representations

Using a non-linear CPA approach to expose the structure of the mathematics and support the understanding of all children.

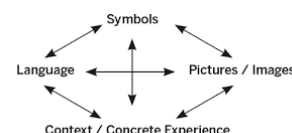
connective model. (Haylock and Cockburn 2008)

[Structures and representations \(1\).pdf](#)

[Bar Modelling](#)

[Calculation Structures](#)

[\(1\) \(1\).pdf](#)



Using Manipulatives in all lessons for all pupils

Being specific about the manipulatives to use to expose the structure most effectively

[Practical aspects of Power Maths.pdf](#)

[CPA](#)

Variation

Provide variation in representations of concepts and procedures. Display on working wall to support all children.

[Variation helps visualisation.pdf](#)

The Role of Practice

Carefully designed practise , different types of practise

[The role of practice.pdf](#)

[Daily Fluency/Maths Meetings](#)

Mathematical Language,Talk and Discussion

Use of precise, consistent specific vocabulary, stem sentences and choral response to develop the use of language in full sentences. Use of working walls and 'think, pair, share' to give all the opportunity.

[Mathematical language.pdf](#)

[The role of talk and discussion.pdf](#)

[Power Maths Vocabulary](#)

[Infant and Junior Maths Vocabulary Policy - ST BENETS VERSION.pdf](#)

[Vocabulary with definitions](#)

[Stem Sentences](#)

[Vocabulary, Questioning, Language and STEM sentences](#)

