

# HOW TO USE THESE LESSONS

## STRUCTURE OF THE LESSONS

### Learning aim

The lessons always begin by outlining what is to be learnt in a slide that is titled, 'I say, you say, you say, we say'. The teacher reads the learning aim, then chooses a confident reader to read it, then another. Finally the whole class reads the learning aim.

### Vocabulary

A section on vocabulary follows. We use a strategy called 'My Turn, Your Turn' (MTYT) to familiarise children with the key vocabulary for the lesson.



### Main lesson

The colours at the top/bottom of the slides give a clear indication about who should be doing most of the work. In short, if it is purple, then that means it is a teaching slide. The teacher is actively teaching.

Blue, green and red slides are all about the children working with partners.

They should be having a go at the task - perhaps with support - but they should be doing at least some of the work.

There is often quite a lot of repetition in the lessons, so don't worry if children have not grasped every point on every slide. If they are struggling, they need more teaching- and then there will be more opportunities to try.

**Do click on the tab on the right within the lessons that says 'notes'. This is where you will find more information about how to use the slide.**



The slides are a very valuable resource for teachers, but they are not everything that is needed.

Teachers still need to make professional decisions about how to include all children through effective strategies for inclusion.

The representations used within the slides (eg two-colour counters, base ten blocks etc) are key to developing conceptual understanding and effective lessons will often involve children using resources in the same way as modelled in the slides.

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