Day 30 · Your next useful maths move

Pick one thing to show. Then choose what to try next.

Useful purpose: Bring component evidence together and identify one specific next teaching move; select unseen tasks without rehearsing their answers.

1 · Find the starting point

Revisit child's own earlier record, with permission, looking for one useful strategy rather than a score comparison. Ask what support or communication would help today.

2 · Prepare a suitable invitation

Educator selects only the needed complete held stage at the staff door, keeping all other sources/keys closed. Record whether a first stage was already seen and select an unused reserve if needed. Do not compress a full project into a compulsory test or impose QCAA suggested lengths as quotas.

3 · Brief worked model

MODEL reflection: I chose cm correctly, but I read the ruler's last number without checking the start. My next job is a different strip with a clear zero. Another child might read the scale correctly but need to check whether a total includes its tray. These are different next teaching needs.

4 · Guided new try

Use an unrelated ordinary example to rehearse asking for clarification and saying 'I need this described'. Never practise the selected held numerical facts or provide its computation before the first response.

5 · Own attempt

Choose an ordinary route, or take one educator-selected held component check under its stated conditions. Keep one own response and one next-step choice; pausing or stopping is allowed.

6 · Observe and respond

Use full staff component criteria, evidence source and help/exposure/interval records. Mark not observed rather than inventing physical action. A later stage may show different support/conditions, so do not attribute a change to the resource alone.

Specific next teaching

Teach the specific unresolved component with unrelated facts. Retain a genuinely unused reserve; do not use the same held source again as if unseen. If secure, invite a practical next-week fraction context after checking readiness.

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Pick a route

1 · Show one useful move

Which move helped your job?

Choose an ordinary record or make a new safe tiny problem. Explain unit/tool, an estimate or an inverse check and a decision it helps. Use words, drawing, signing, typing, directing or exact scribing.

Observe: Own reason and component choice, not presentation length.

Next teaching: Select a specific unrelated example matching the remaining gap.

Evidence boundary: Ordinary reflection, not unseen assessment.

2 · Help a new fictional client

What information is missing?

MODEL request: 'Make a strip fit my shelf.' No shelf length/unit is supplied. Ask for the reading, instrument/starting point and purpose before deciding. Do not invent a local shelf measurement.

Observe: Missing evidence recognised and useful follow-up asked.

Next teaching: Supply a new reviewed reading and invite a decision.

Evidence boundary: Question formulation, not actual measuring.

3 · Choose a next attempt

What would you like to practise?

Choose one: zero alignment, marked scale reading, capacity comparison, collection benchmark or inverse check. State why; ask a helper for a new example with different values after the choice.

Observe: Specific learning need and wanted support identified.

Next teaching: Adult prepares the requested unrelated example, separately from held stages.

Evidence boundary: Self-selected next teaching request.

Ordinary aids and full words · Choose another ordinary day

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