Day 50 · Keep what helped, choose what is next

Try: “Show one idea you can use again.”

Adult teaching purpose: Child-selected evidence and teacher next move; source-specific components, not full Year2 judgment.

1 · Prepare and invite. Review actual ordinary work from this fortnight or offer a new ordinary task if nothing was retained. Keep the selected held stage/source/own responses separate from worked examples and staff keys. Check actual source familiarity, wanted access, interval and teaching. A later stage is later only after a real first capture and intervening teaching. No required score or public comparison.

2 · Model a different small example. Model reflecting on unrelated addition14+9: “I split9 as6 and3 to reach20, then23; my check used14+9=23. Next I want to choose a useful missing-part problem.” This names a mathematical action and next question, not “I am a visual learner” or a level label. Let a child reject a reflection stem and communicate in their usual way.

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3 · Guide one attempt. Child selects one table/count interpretation or one number representation/problem. Ask “Which part helped? What is still tricky?” Keep their actual wording. Teacher compares the actual response against only its component criteria and support. A plan or adult demonstration cannot substitute for the child's own observed mathematical choice.

4 · Your own useful turn. Offer a suitable unseen later/core/reserve Data or Number source, individually complete, only where appropriate. Capture the four own responses before feedback. Otherwise choose a new ordinary source and label it practice/first encounter. Child can pause, direct/scribe privately or stop. Record first response separately from a supported correction; an unanswered question is not assumed incorrect reasoning.

5 · Observe and record. Keep the actual choice, representation, method and meaning before a correction. Distinguish a source fact, child decision, adult reading/scribing/handling and mathematical hint. Use the exact missing component to choose unrelated next teaching: category boundary/exact-once list/unknown claim; hundreds comparison/zero place/value exchange; part-whole operation/bridge partition/contextual check. Set a concrete new example and check question, and agree a later opportunity when possible. Retain exposure/help/interval records. Do not add unlike first/later task totals into a growth or annual attainment claim.

6 · Teach next and revisit. Choose just the applicable next teaching in step5, on a different ordinary source; then offer a new question after an actual interval. Record what happened rather than completing all branches. Read the three participation choices (../ROUTES.md#day-50); parent offer (../family/home-50.md) is optional. A short useful attempt can replace a long sheet. Full source/rights and curriculum evidence stay in the adult mapping (../curriculum/MAPPING.md) and notice (../legal/NOTICE.md).

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