A typical representation of the form and structure of most MNP lessons		
Part 1 In Focus	Exploring / Questioning	One problem or stimulus is presented to pupils and they are encouraged to explore it. The teacher uses this time to observe their responses and prompt further exploration with questioning to ensure that all pupils are challenged.
	Structuring /Sharing	The teacher gathers together pupil's ideas for solutions and the class discuss them as a whole group, often re-exploring new suggestions.
Part 2 Teacher modelling	Let's Learn	The teacher skilfully guides the class through different thought processes of the solutions to the problem they have been discussing. There is a greater emphasis on teacher explanation during this phase ensuring that concepts are grasped.
	Guided Practice	The teacher starts off by guiding the class through examples of similar problems to the one they have just done. Then, pupils work through more examples with the teacher supporting. All questions are typified by their mathematical variation – they are designed to extend pupil's thinking rather than just be lots of examples presented in the same kind of way.
	Journaling	Pupils record what they have been doing in their maths journals – there is an emphasis on showing things in different ways and effective communication of thinking.
Part 3 Text Book	Application of skills / mathematical concepts	Pupils work independently in the text - giving them an opportunity to apply their new found skills to a variation of situations- challenging them to apply their new skill in a different context.