

# Mathematics Curriculum Offer



Adult to scribe.

Regular check-ins with an adult.

Enlarging of resources, worksheets.

Specialist equipment.      Movement breaks.  
Follow SEND Plans      Simplified activities -  
kinaesthetic elements.      Bespoke activities

Specialised

Pre-learning of vocabulary. Simplified instructions. Chunking activities.

Recording using pictures.

Less emphasis on written recording and increased opportunities to record using pictures, photos, cloze procedures.

Small group work with a teacher or TA. Use of specific manipulatives and resources.

Adapted tasks.      More time given for processing and completing tasks.

Sit closer to board.      Differentiated activities and using a range of recording

Targeted

Use of Vocab stairs to introduce and recap vocabulary and to reflect on what has been learned.

Targeted Sharing of learning objectives and key vocabulary at the start of the lesson, as well as recapping these throughout.

Prior learning recapped at the start of lessons and mini-plenaries throughout to continually check on progress. **Think (nest) pair share opportunities**      Calm learning environment

**Chunking learning into small steps**      **preteaching vocab and key concepts**      **Using a visualiser for modelling and misconceptions**

Displays/working walls used to outline key vocabulary, concepts and everyday use of maths.

**Use of a range of practical resources in lessons: Base 10, counters, Numicon, dice, number beads, PV charts, part whole models etc.**

Opportunities to put maths into everyday concepts e.g. stats for traffic.

**Use of visual resources/dual coding**      Allowing sufficient time for thinking, as well as for completing an activity.      Verbal feedback given within the lesson. Positive praise and encouragement. Vocabulary/knowledge organisers in back of books

Universal