

Science Curriculum Offer



Adult to scribe.

Regular check-ins with an adult.

Enlarging of resources and 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.

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

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

Targeted

Knowledge organisers and unit pages to introduce and recap vocabulary and to reflect on what has been learned.

Concept maps to show what children already know and what they have learnt after the unit.

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 and concepts. Use of a range of practical resources in lessons.

Opportunities for experiments most lessons to give children hands-on, memorable experiences.

Universal

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. Vocabulary highlighted at the end of the unit on unit pages.