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| **Adaptation** | **What does this look like in Maths?** |
| Use of Connecting Steps to personalise the learning objective. | Connecting Steps used as learning objectives (IALTS) |
| Group discussions. | Adapting questioning -targeting certain learners.  Maths investigations.  Small group for targeted children. |
| Use of artefacts. | Use of concrete resources to support.  Examples – 2D and 3D shapes  Numicon  Base 10  Multilink  Coins  Compare Bears  Scales |
| Use of technology. | TTRockstars  Power Maths resources and presentations  Purple Mash games  Hit The Button website |
| Brain breaks. | As needed by children and as directed by their IDP. |
| Adult support. | In a small group starting off the lesson.  Groups that receive targeted interventions and support.  Check ins  Focused support related to IDP targets. |
| Relating the learning to what the children already know well. | Using Power maths -previous units to support  Using Fluency slides |
| Talk partners. | To discuss questions in discover part of lesson |
| Listening to the views of the children. | Children take part in pupil voice activities. |
| Google translate. | SATs papers are available in some alternative languages. |
| Revisiting learning after a period of time. | Fluency slides.  Curriculum builds through the years. |
| Pre-teaching of key vocabulary and/or subject matter. | Fluency slides  Adult to use swoop groups to pre-teach next unit |
| Sentence starters. | On Working Wall to support reasoning and problem solving |
| Role play. | In EYFS and KS1 this is a large part of their maths learning such as with money, weighing items in a shop and measuring. |
| Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children. | Weekly learning emails explain the maths learning from the week. |
| Scribing when necessary when writing is not the focus. | Adult can scribe answer for child |
| Practical investigations. | Application of the maths in investigations is used to cement the learning. |
| Use of physical resources, manipulatives and Hands On experiences. | Use of concrete resources to support concept – see above. |
| Repetition of inputs and chunking of information. | The Power Maths programme is designed to incorporate repetition of material and chunking the information. |
| Visual supports. | Working wall/images from power maths-pictorial.  Use of resources.  Use of visualisers. |
| Working walls – independence building, support the learning and a consistent reference point. | Sentence starters.  Examples from class.  WAGOLLS.  Fluency slides. |