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| **Adaptation** | **What does this look like in Science?** |
| Use of Connecting Steps to personalise the learning objective. | Connecting Steps targets used when linked with Writing, Reading or Maths in the science learning.  Insight NC statements used for all children to focus on key learning |
| Group discussions. | Mixed ability pairs with varied AFL strategies to ensure children are supported to participate in whole class/group discussion  Sentence starters shared with class to support working scientifically |
| Use of artefacts. | Support to use equipment e.g. to read a scale, use a stopwatch.  Support to handle objects requiring fine motor skills |
| Use of drama. | Role-play can be used in science or drama-type games where children in role – support given to identified children to participate e.g. pictures, ideas |
| Use of technology. | Support to use equipment e.g. to read a scale, use a stopwatch, design elements of an experiment  Use of laptops – adapted sources if research task |
| Brain breaks. | Need to be given extra consideration in extended group tasks / experiments |
| Adjustments to the lighting, layout, furniture and work spaces. | Classroom set up in advance to support children work effectively in groups. |
| Ear defenders. | Available for use during class/group tasks which will have raised volume level in classroom |
| Adult support. | Consideration given to timetabling of sessions where TA support would be important e.g. a group practical investigation with different roles and range of equipment being used. |
| Relating the learning to what the children already know well. | Well-planned sequences of learning based on White Rose scheme of learning. Building on knowledge and vocabulary through units.  Regular retrieval practice of knowledge and vocabulary from across units and year groups taught |
| Word mats. | Vocabulary for session / unit available as word mat and visible clearly on working wall. |
| Group work. | See above |
| Talk partners. | Mixed ability talk partners using TPS regularly. Children supported to take part in partner talk using visuals / sentence starters etc. |
| Listening to the views of the children. | See talk partners / class discussion above |
| Revisiting learning after a period of time. | White Rose retrieval practice at the start of each lesson – completed with talk partners and discussed as a class |
| Pre-teaching of key vocabulary and/or subject matter. | Pre-teaching key scientific vocabulary for the unit would be useful alongside vocabulary taught for the same topic in previous year group(s). This is available on the White Rose vocabulary progression document. |
| Sentence starters. | Planned into lessons and available to all children  Visible on Working Walls |
| Use of video clips. | For all children – use of video clips to provide context and demonstrate concepts etc |
| Use of writing frames. | Adapted written tasks to provide a greater level support for writing. Sentence starters developed further for children who need more support to complete sentences. |
| Modelling. | Modelling how to complete steps in practical investigations, how to complete written responses depending on the task |
| Role play. | Role-play can be used in science or drama-type games where children in role – support given to identified children to participate e.g. pictures, ideas |
| Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children. | Class learning shared through photos and Highlights of the Week email. |
| IDPs | Highlight where Science is a particular strength or interest of a child. Participation in extra-curricular Science can also be celebrated e.g. Science club, visits, competitions. |
| Scribing when necessary when writing is not the focus. | Scribing, capturing pupil voice making observations, drawing conclusions |
| Practical investigations. | Emphasis on practical tasks in Science where possible working in mixed ability groups. Support to develop practical working scientifically skills |
| Use of physical resources, manipulatives and Hands On experiences. | See above re equipment |
| Repetition of inputs and chunking of information. | White Rose slides can support this approach. |
| Visual supports. | Working walls, highly visual White Rose slides to support learning, physical objects when possible. |
| Working walls – independence building, support the learning and a consistent reference point. | Clear vocabulary supported by visuals to help children use and retain words and their meanings. |
| The opportunity to choose how they present their work. | Choice offered in presentation method e.g. drawing suitable diagrams/pictures to communicate ideas, methods, conclusions. |