



CURRICULUM ADAPTATIONS IN MATHEMATICS

<i>Cognition and Learning</i>	<i>Communication and Interaction</i>
<p>Retrieval practice focusing on prior learning and skills which is linked to new learning.</p> <p>Pre-teaching new learning and key knowledge/facts.</p> <p>Maths displays reflecting current learning which may include core knowledge, sentence stems, topic vocabulary, modelling of methods and calculation vocabulary.</p> <p>Maths displays referred to when teaching and recapping core knowledge and concepts (e.g. place value, calculation vocabulary).</p> <p>Use of concrete, pictorial and abstract representations throughout teaching input and children’s independent work.</p> <p>Paired and group discussion to support maths talk and reasoning.</p> <p>Sentence stems modelled during teacher input and reinforced during White Rose activities.</p> <p>Reasoning sentence stems— displayed and progressively used in reasoning activities to support verbal and written reasoning responses.</p> <p>Modelling examples (‘I do’), shared paired work (‘We do’) and individual practice (‘You do’) approach.</p> <p>Using and applying maths skills and knowledge in other curriculum areas to support overall understanding.</p> <p>Providing children with number facts where required to support procedural understanding (for example providing a multiplication square to support column multiplication).</p>	<p>Recognise that the language/vocabulary of mathematics may be challenging for some children (for example terms specific to maths such as ‘fraction’).</p> <p>Explicitly teach the meaning of key mathematical vocabulary in lessons.</p> <p>Where appropriate to need, pre-teach key mathematical vocabulary.</p> <p>Encouraging children to answer in full sentences, using sentence stems to support and model.</p> <p>Use of oracy skills to allow time for children to think, generate and practice their oral responses.</p> <p>Use objects/models/images as starting points for developing the concepts and language needed to describe, discuss and explain.</p> <p>Use of manipulatives to support ideas and discussion.</p> <p>Use of reasoning sentence stems to support children to express their reasoning.</p> <p>Teachers model mathematical talk and use of mathematical vocabulary.</p> <p>Pairs and group discussion opportunities.</p>
<i>Physical and/or Sensory</i>	<i>Social, Emotional and Mental Health</i>
<p>Use of concrete manipulatives to support e.g. Rekenreks, bead strings, numicon, counters.</p> <p>Suitable choices of font/backgrounds to assist readability and access. Coloured paper used where necessary.</p> <p>Pre-teach showing/experiencing anything that may have sensory implications.</p> <p>Regular modelling to support ideas, including interactivity within lesson delivery.</p> <p>Consistent and regular use of models and representations both in lesson delivery and via White Rose sheets and activities to support ideas. Models/representations available for children to use if needed when maths sheets not used.</p> <p>Calculations either printed or pre-written if needs require, allowing children to focus on solving problems rather than copying out.</p> <p>Scribe answers and ideas where needed, particularly for responses involving mathematical reasoning.</p>	<p>Use of oracy skills to allow time for children to think, generate and practice their responses in a less formal manner.</p> <p>Variety of techniques employed to choose children to answer questions including pre-warning anxious children that they will be asked to share their correct answers.</p> <p>Use of modelled examples (‘I do’), shared paired work (‘We do’) and individual practice (‘You do’) approach to ensure independent practice takes place when a pupil has already gained in confidence.</p> <p>Use of whiteboards if needed for pupils who may feel anxiety about committing errors to paper.</p> <p>Teacher modelling of possible errors and ‘getting stuck’ to demonstrate positive attitudes towards perseverance.</p> <p>Use of an adult scribe, turn talking and paired shared work where needed to reduce anxiety.</p>