

Provision Map
Subject Area - Science



| Area of need | QFT | Targeted | Specialist |
|-------------------------------|---|--|---|
| Cognition and Learning | <ul style="list-style-type: none"> • Targeted/scaffolded questioning. • Provide visuals of strategies used. • Teach vocabulary – prior and new. • Pre-teach/prior knowledge check • Use of pictures/models • Alternative responses eg floorbook, discussion, one person scribes • Concept maps | <ul style="list-style-type: none"> • Pre teach vocabulary. • Longer time to explore practical resources • Tasks broken into smaller chunks | <ul style="list-style-type: none"> • Personalised curriculum based on PIVATs assessments • IPM strategies |
| Communication and interaction | <ul style="list-style-type: none"> • Partner Talk to discuss problems, questions and how do you know questions • Teacher use of open ended questions to encourage explanation • Various strategies used for children to communicate knowledge (tell you partner, hands on head, what did your partner say, targeted at specific group etc) • Interest table – access to physical resources eg plant seeds, animal pictures • Tier 2/tier 3 vocabulary explicitly taught and discussed in lessons • Allowing time for responses • Floorbook/photograph evidence | <ul style="list-style-type: none"> • Alternative recording opportunities. The priority is the learning objective and not being able to write a sentence for an explanation • Ensuring appropriate seating within class for specific children as required. • Roles given in group work • Pre-teach vocabulary and give opportunities to revisit | <ul style="list-style-type: none"> • Follow any SALT advice for individual children e.g. hearing devices, scribing for child. • IPM strategies |
| Physical/Sensory | <ul style="list-style-type: none"> • Use of physical equipment • Risk assessment – consider suitability of materials and risk of harm from exploration • Taught in different settings eg classroom, outdoor area, garden | <ul style="list-style-type: none"> • Specialist resources eg larger magnifying glasses, rulers which are easier to hold. • Longer time for exploration | <ul style="list-style-type: none"> • Ear defenders • Risk assessments for individuals eg for handling objects • Follow any OT advice for individual pupils • IPM strategies |

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| SEMH | <ul style="list-style-type: none"> • Partner discussion throughout lesson. Children encouraged to be good role models to each other and to be supportive to each other's learning. • Structured group work – use of talking stick, give pupils specific roles in the group • Awareness of emotive issues which may trigger a response from class/individuals | <ul style="list-style-type: none"> • Roles given to pupils which allow them to participate | <ul style="list-style-type: none"> • Awareness of emotive issues which may trigger a response from an individual – discussion with individuals before the lesson, option to work with support/in a smaller group • IPM strategies |
| Independence and Self Help | <ul style="list-style-type: none"> • Working wall to reflect current knowledge, skills, vocabulary • Access to physical resources • Use of pictures and models • Success criteria/timers | <ul style="list-style-type: none"> • Pre-teach for content and vocabulary • Dual coding • Wordbanks | <ul style="list-style-type: none"> • First language resources where relevant for EAL pupils • TEACCH stations for individual children to build independence. • Expectation of length of independent task appropriate to specific children. • Personalised curriculum based on PIVATs assessments. • IPM strategies |