Lavant CE Primary School
Adaptions in the wider Curriculum – EYFS

Subject	Communication and Language	Physical Development	Personal, Social and Emotional Development
Challenge	Exploring more expressive vocabulary through asking open questions, encouraging and modelling the use of how, why and because.	Creating obstacle courses independently, use of obstacles when using the big toys. Physical problem solving. Use of equipment skills to play games. Using smaller equipment with refined skills. Adding more definition to movements. Encouraging creating sequences of movements independently.	Modelling and encouraging empathy towards others feelings. Encouraging independent problem solving with peers.
Core			
Support	Role play areas. Modelling language by an adult. Language modelled by peers. Sentence starters. Picture prompts. Sharing stories and discussions 1:1 or in small groups. Singing songs and rhymes. Adults posing questions such as 'Do you mean….?' 'Could we say that….?' To help children further express their ideas.	Fine motor activities available in provision. Adult support to use big toys. Adult modelling of equipment skills (e.g large balls) Big balls and larger equipment. Chalk and big drawing opportunities, repetitive pattern practise. Allowing thinking time. Use of larger pencils, crayons, chalks, pencil grips. Use of cushions to encourage proper sitting on chairs.	Using visual emotion cards and social stories. Adult modelling and discussions of how to express feelings appropriately. Reward charts for using the toilet. Giving limited options of play decisions to reduce cognitive overload. Allowing thinking time.

Subject	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Challenge	Encouraging writing from memory, and more at length, add in adjectives, adventurous vocabulary, extending sentences with and. Spell high frequency words correctly. Green to go. Beginning to edit with a red pen. Introduction of different punctuation. Adults modelling of writing. Success criteria given through verbal and visual prompts.	Challenges in independent maths play, reasoning BY asking open questions, encouraging and modelling the use of how, why and because to explain their understanding, opportunities for independent maths play in provision,	Exploring more expressive vocabulary through asking open questions, encouraging and modelling the use of how, why and because. Encouraging and modelling expression of own opinions and making comparisons. Encouraging recording of their understanding.	More accurate use of colours, Using different materials to add effects, explaining their choices in their creations using because. Following more complicated rhythms and patterns. Encouraging use of more detail in drawings. Respond to music and art using their vocabulary of how, why, because and making comparisons to draw on previous experiences.
Core				
Support	Sound mats, picture prompts, colourful semantics, sentence support strips, sentence starters, phoneme frames, phoneme blocks, word building blocks., phoneme frames, pupil voice to write more expressive ideas beyond their writing ability, story maps to encourage storytelling, role play and drama to build vocabulary with adult modelling, broken down tasks into smaller chunks, adult modelling of writing, vocabulary on working wall. Recapping of previous learning. Same day interventions. Allowing thinking time. Use of larger pencils, crayons, chalks, pencil grips. Use of cushions to encourage proper sitting on chairs.	broken down tasks into smaller chunks, overlearning of previous teaching in provision of maths play with both independent and adult led opportunities to access these. Vocabulary on maths wall. Visual clues for numerals, amounts and symbols. Singing rhymes and counting songs, same day interventions. Allowing thinking time.	Role play areas. Modelling language by an adult. Language modelled by peers. Sentence starters. Picture prompts. Sharing stories and discussions 1:1 or in small groups. Singing songs and rhymes. Adult scribing pupil voice of children's understanding. Adults posing questions such as 'Do you mean….?' ' Could we say that….?' To help children further express their ideas. Allowing thinking time.	Adult modelling of use of materials and equipment. Limit resources available reduce cognitive overload. Focused, guided practise of skills, e.g cutting a straight line. Breaking down tasks into smaller chunks. Visual prompts and examples for creative play. Singing songs and rhymes together in groups. Allowing thinking time. Allowing thinking time. Adult modelling of rhythms, overlearning and practise of musical skills. Stencils and tracing opportunities.

Lavant C E Primary School
Adaptions to the Wider Curriculum – Key Stage 1

Subject	R.E.	Science	Computing
Challenge	• Retell this from a different viewpoint • Explain your learning to someone else • Make links between religions • Create contextual links • Ethical questioning within day to day life	• Explain your results • Choose how you record your learning • Follow a line of enquiry that you are interested in as a result of this lesson • Set up a test and explain findings	• Apply skills to another activity • Explain the task to someone else by demonstrating step by step • Be careful of- watch out for!
Core			
Support	• Sentence stems • Pupil voice scribed • Picture prompts and puppets to retell a story	• Sentence stems • Pupil voice scribed • Premade table for results • Physical recording e.g. sorting hoops	• Work in mixed ability pairs • Pre-teach key vocabulary and skills

Subject	P.S.H.E. (My Happy Mind)	History	Geography	P.E.
Challenge	• Hot seating- putting yourself in somebody else's shoes • Interviewing • What if ….. I wonder …. • Reasons & disagreements	• Extend with deeper thinking questioning e.g. *How do artefacts help historians?* • Follow a line of enquiry you are interested in as a result of this learning	• Extend with deeper thinking questioning e.g.*? What do geographers need to be able to understand the world* • Follow a line of enquiry you are interested in as a result of this learning	• Change e.g. space, time, equipment, group size • Become the teacher-model task • Explain the task- what works well • Watch out for!
Core				
Support	• Sentence stems • Pupil voice scribed • Picture prompts and puppets to retell a story • Talking tins • Draw and talk	• Pre-teach some key vocabulary • Multi- sensory approach e.g. artefacts to handle • PV captured • Talking tins • Draw and talk	• Pre-teach some key vocabulary • Songs • Picture prompts • PV scribed • Talking tins • Draw and talk	• Change e.g. space, time, equipment, group size • Mixed ability group

Subject	Art and Design	Design Technology	Music
Challenge	- Interpretation of artwork- how does it make you feel? Consider the artist's intent - Explain your own artwork and decisions you have made - Express opinions about artwork of others and their own	- Explain purpose and what your design will achieve - Test and explain design prototypes - Explain choices and compare materials, designs etc - Explain success and failure	- Become the teacher - Express how the music you have heard or played makes you feel - Which instruments would you use to make somebody feel a certain way - Where might you hear or want to use this music?
Core			
Support	- Refined choice e.g. choose one pencil skill to work on - Reduce or increase space given - Break task down into manageable steps	- Work in mixed ability groups - Provide choice and example - Break task into manageable chunks - More time to explore prototypes and engagement time to build conceptual awareness	- Promote individual skills i.e. rhythm and provide with an appropriate instrument - Reduce the group size if noise sensitive - Reduce task e.g. number of notes needed

Lavant CE Primary School
Adaptions to the Wider Curriculum – Lower Key Stage 2

Subject	R.E.	Science	Computing
Challenge	- Higher order questioning - Create own questions - Research deeper/wider - Explain using deeper theological language and ideas	- Higher order questioning - Create own questions - Research deeper/wider - Predict and conclude using scientific rationale - Independent choice of recording results (where appropriate) - Opportunities to lead learning - STEM ambassadors	- Research deeper/wider - Predict and conclude using technical vocabulary - Opportunities to lead learning - Opportunities to extend learning (e.g. coding, spreadsheets etc.)
Core			
Support	- Broken down tasks (staged now, next, then) - STEM sentences - Scribed verbal responses - Vocabulary provided - Mixed ability partners - Visual Cues	- Broken down tasks (staged now, next, then) - Adapted investigations (appropriate to stage of learning) - STEM sentences - Scribed verbal responses - Vocabulary provided - Mixed ability partners - Visual Cues - Scaffolded recorded methods (e.g. tables/graphs)	- Broken down tasks (staged now, next, then) - Vocabulary provided - Mixed ability partners - Visual Cues

Subject	P.S.H.E. (Jigsaw)	History	Geography	P.E.
Challenge	- Higher order questioning - Create own questions - Research deeper/wider - Explain using deeper philosophical language and ideas	- Higher order questioning - Research deeper/wider - Explain using deeper historical language and skills - Make further links between different historical periods - Deeper questioning of sources and their validity	- Higher order questioning - Research deeper/wider - Explain using deeper geographical language and skills - Make further links between different places	- Opportunities to lead - Participation in extra-curricular events designed to challenge most able - Scheme offers opportunities to extend existing skills - Celebrate achievements
Core				
Support	- Broken down tasks (staged now, next, then) - STEM sentences - Scribed verbal responses - Vocabulary provided - Mixed ability partners - Visual Cues	- Broken down tasks (staged now, next, then) - STEM sentences - Scribed verbal responses - Vocabulary provided - Mixed ability partners - Visual Cues - Pictorial recording as appropriate	- Broken down tasks (staged now, next, then) - STEM sentences - Scribed verbal responses - Vocabulary provided - Mixed ability partners - Visual Cues - Pictorial recording as appropriate	- Scheme offers opportunities to support - Mixed ability groups - Broken down tasks - Inclusive curriculum-reasonable adjustments made

Subject	Art and Design	Design Technology	Music	M.F.L.
Challenge	- Research deeper/wider - Explain using deeper artistic language and ideas - Make further links between different artists, artistic movements and craftspeople - Deeper analysis of their own work and that of others, including reflection on its effectiveness	- Research deeper/wider - Explain the design process using deeper technical language and ideas - Deeper analysis of their own work and that of others, including reflection on its effectiveness	- Expectation to read simple music notation from a stave - Opportunities to lead learning - Celebrate achievements - Scheme offers opportunities to extend existing skills	- Opportunities to lead learning - Scheme offers opportunities to extend existing skills - Celebrate achievements - Research deeper/wider - Begin to make links between languages
Core				
Support	- Broken down tasks (staged now, next, then) - Scribed verbal responses - Vocabulary provided - Mixed ability partners - Visual Cues - Scaffolding for techniques	- Broken down tasks (staged now, next, then) - Scribed verbal responses - Vocabulary provided - Mixed ability partners - Visual Cues - Scaffolding for techniques	- Scheme offers opportunities to support - Mixed ability groups - Broken down tasks - Inclusive curriculum-reasonable adjustments made	- Scheme offers opportunities to support - Mixed ability groups - Broken down tasks

Lavant CE Primary School
Adaptions to the Wider Curriculum – Upper Key Stage 2

Subject	R.E.	Science	Computing
Challenge	- Extension question to stimulate deeper thinking - Model explanations to others - Make links to other faiths	- Children choose a different variable to test - Present findings in a different way - Additional research - Opportunities to plan their own investigations - Ask their own questions	- Extension task to apply skills - Peer support in a 'teacher' role to develop their ability to explain their understanding
Core			
Support	- Vocabulary - Sentence stems - Oral rehearsal of thoughts and ideas - Pupil voice is scribed	- Vocabulary - Sentence stems - Visual aids (e.g. labelled diagrams) - Tables provided - Pupil voice is scribed	- Mixed ability pairings for peer support - Videos modelling the focus skill - Opportunity to revisit skills

Subject	P.S.H.E. (My Happy Mind)	History	Geography	P.E.
Challenge	- Opportunity for deeper self-reflection - Higher order questioning	- Compare and consider the impact on the modern world - Additional research - Ask their own questions	- Compare and consider the impact on the wider world - Make links with other areas of the world - Ask their own questions	- Modelling to other pupils - Leading warm-up and cool-down - Referee role - Opportunities to work with matched peers - Opportunity to modify activity, task or rules
Core				
Support	- Vocabulary - Sentence stems - Oral rehearsal of thoughts and feelings	- Vocabulary - Sentence stems - Pupil voice is scribed	- Vocabulary - Sentence stems - Pupil voice is scribed	- Videos modelling the skill and activity - Adapt equipment or distance

Subject	Art and Design	Design Technology	Music	M.F.L.
Challenge	• Children choose their own medium • Make comparisons between artists • Opportunities to explain their artistic choices	• Opportunity to deconstruct mechanisms • Make links with other products • Opportunity to select and justify their use of tools	• Peer support in a 'teacher' role to develop their ability to explain their understanding • Challenging notations • Comparing and contrast different genres and artists	• Additional vocabulary • Opportunities to use vocabulary within longer sentences and within a conversation • Peer support in a 'teacher' role to develop their ability to explain their understanding
Core				
Support	• Modelling in a focused group or 1:1 • Visual prompts • Opportunities to talk about their outcomes	• Modelling in a focused group or 1:1 • Visual prompts • Providing pre-constructed materials	• Slowed pace • Reduce the number of notes to play • Consider different style and size of instruments to suit individual needs	• Vocabulary • Sentence stems • Visual picture prompts