



Kirkby Malham Primary – Maths Subject Provision Map 2023/24

Subject Area: Maths

Subject Lead: Laura Thompson

Area of Need	Quality First Teaching	Subject specific	Classroom adaptations
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> - pre-teach vocabulary / key concepts. -use prior knowledge to introduce new learning -teach key points and keep revisiting -check understanding -model examples -visual aids -scaffolding – writing prompts, frames -clear and simple instructions, -explicit language used -chunk up activities into small steps -direct questioning with time given for processing -talk / buddy partners, -model mistake making as part of the learning process, -provide visual signals, -talk times, -alternatives to writing, -opportunities for over learning, -copy of IWB slides as handouts -coloured paper / screens / overlays -extra time given or content reduced -study packs where applicable -read text to the learner -uncluttered worksheets -advance warning of questions being asked- opportunities for direct and practical activities 	<ul style="list-style-type: none"> - A clearly shared focus of the lesson at the beginning through teacher explanation rather than simply displayed on the board in words. - Recap the meaning of key vocabulary and display on working wall. - Activities based on a range of CPA appropriate to the focus. -Concrete apparatus and visual models used to engage and make concepts explicit. -Adapted equipment where needed (eg. adapted scissors, grippy rulers, etc -Relate as much of the lesson content to real life. - Lots of time to discuss and talk. - Written calculations – squares to support clear layout - Where worksheets are used from the WR resources/teachers flipcahrts, they can be adapted by enlarging, simplifying or copying onto coloured paper. 	<ul style="list-style-type: none"> - A clear visual display of the focus for maths block. Ensure CPA added where appropriate. STEM sentences displayed when needed. -Organised and labelled environment for all resources. -Reduce background noise and activity - A calm environment is needed for class discussions to take place in maths and to carry out complex calculations or reasoning tasks.



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<p><i>Communication and Interaction</i></p> <p><i>ASD</i></p>	<p>Prepare learner for new concepts prior to the lesson</p> <ul style="list-style-type: none"> -Visual aids or prompts -Set clear definable goals -Chunk work into small steps, -Step by step guides, -Calm time / brain / movement breaks -Quiet working space =Clear routines -Short, simple instructions, Direct questions – name first. -Advance warning of changes, -Structured, consistent approach, -Link to personalised interests if possible -Direct conversations back to focus of work -Immediate reward system, -Element of choice if possible -Distraction / humour techniques as appropriate to child. 	<ul style="list-style-type: none"> -Have visuals on the board to make the concepts explicit. - Establish a calm start to the lesson and keep the structure the same each session e.g. Flashbacks, anchor problem, small step variation etc. - Relate as much as possible to individuals in discussions in order to engage and maintain attention. - Allow children to move to challenge work when ready. 	<ul style="list-style-type: none"> -Use of personalised support tools e.g. ear defenders, quiet area, exit strategy, timer, feeling ZOR flashcards. - Mindful toolkit items such as a journal can be used as an option for children who need to be doing something alongside listening to a class discussion taking place.
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<p><i>Emotional, Social & Mental Health</i></p>	<p>Teach new vocabulary prior to the lesson</p> <ul style="list-style-type: none"> -Vocabulary bank, word wall, -Cued listening -Clear instructions given in small steps -Repeat instructions -Processing time, -Directed questions, -Visual signals to check understanding -Talk partners, -Scaffolding, Model correct use of language, Talk / writing frames, Extra time, -Modelling, prompting and reinforcing language, -Practical, visual demonstration -Opportunities for learning through direct experience, -Over learning and repetition of key concepts and language 	<ul style="list-style-type: none"> - Make lessons relevant and as interactive as possible. - Any discussions taking place need to do so in a calm, quiet manner. If a child is struggling then have adapt content to there needs-look at ways to make it accessible if plans aren't working. - Have key support staff on hand to discuss any - Agree a way for any child to indicate they need time out or a quiet space to work. 	<p>Calm area</p> <p>Fidget toys</p> <p>Use of timers</p> <p>Manage the immediate environment to reduce distraction and potential for conflict or disruption</p> <p>Quiet space to work if needed.</p>
<p><i>Sensory and Physical</i></p>	<p>Use of audiological equipment</p> <ul style="list-style-type: none"> -Visual aids -ICT equipment -Cue and reinforce listening and attention skills -Check understanding by reinforcing and repeating instructions, -Pre-teaching where necessary, -Subtitles if needed, -Speak clearly and a normal speed Ensure pupils speak one at once. -Handouts -Verbal instructions as well as written, -Tactile experiences, -Support aids -Sloping desk, -Grippy rulers, 	<ul style="list-style-type: none"> -Adapted equipment for maths can include enlarged resources, grippy rulers, adapted scissors, etc -CPA approach -Bluetooth mics, split screens on ipads etc as required by individual pupils. 	<p>Use of visualiser to model where needed.</p> <p>Consider teaching outside if appropriate to lesson.</p>



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	-Adapted tools		
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IPM targets MUST be referred to when planning learning, whatever the subject area.

Subject planning needs to take into account:

- what knowledge do learners need to know?
- where is vocabulary and language explicitly taught?
- what will progression look like?