

Science Provision Map



Possible indicators

Significantly behind peers
Requires constant overlearning
Difficulty retaining Information

EHCP

SEN Support

1-1 TA Support

Scribing ideas for child

Individualised

One page profile,
Pre and post teaching

Targeted questioning in lessons

Use of scaffolds, to aid their recording of the learning they have attained each lesson
Emphasise their discussions and understanding of the concepts through verbal.

Targeted

Can do approach for all children,
All children complete the same the learning objective,
PowerPoints on non white, clear fonts,

Agreed lesson structure throughout school: 'Can you still...' at the start of lesson to recall previous knowledge/ address prior misconceptions (concept cartoons?) learning/sticky knowledge,

Scaffolded sentence stems to encourage the use of the subject specific phrases and the vocabulary for that lesson,

Throughout the unit, both knowledge and "Working Scientifically" skills are covered,

Working walls, add the new vocabulary throughout the unit,

Verbal praise, feedback recognises praise and effort,

Science units are blocked and clear sequences of work planned using the pre-learns and the planning overviews, guided support, independent practise,

Vocabulary, collaborative learning, talk partners, scaffold stems to support explanations, visuals representations, diagrams and clips to meet the needs of all learners.

Growth mindset, pre learning and post learning, ongoing formative assessment throughout lesson, In lesson feedback and discussion on concepts

Use of lollipop sticks, targeted open questions, positive relationships, TA Support where appropriate

Opportunities for learning in a practical way to apply the taught knowledge.

Use of DEAL strategies to embed the learning and understanding

Science through stories to use a hook for more abstract science concepts.

Being aware of children with Motor Skills issues having the correct types of scissors etc.

Universal Offer