How do we adapt our curriculum?

At Welbourne Primary Academy, we have an inclusive and ambitious curriculum which aims to give children the breadth and depth of knowledge required to succeed further on in their education journey and into the rest of their lives. We believe that the curriculum should be accessible and challenging for **all.**

Below is an overview of how we adapt our curriculum to ensure that **all** children are able to access learning at Welbourne Primary Academy as well as be challenged across the curriculum.

Subjects	SEND	Able & Talented
English	**SEND children can be supported in a variety of ways in English which include:** ● PKS tick sheets are available to assess progress and inform planning. ● Visual resources such as word banks, working walls etc ● Adapted tasks ● Small group work with an adult ● Outcomes presented in different ways such as pictures, use of laptops, iPad, comic life, storyboards etc ● Lots of opportunities to orally rehearse answers, sentences etc before recording. ● Mixed ability pairs to share learning ● Guided reading/writing opportunities ● PiXL therapies	**SEND children can be supported in a variety of ways in English which include:** ● Tick sheets in the front of books include greater depth TAFs for each year group so the children are aware of what they need to do to move their learning on. ● GDS learners work with lower ability children, which gives them the opportunity to master a skill in order to share/teach a peer. ● Marking comments give the opportunity for GDS learners to be reflective about their work and consider their impact (eg why did you choose this technique? What other punctuation could you have used?) ● GDS learners are given more choice about their writing (eg write from a different perspective) ● High quality WAGOLLS are used in which stylistic, grammatical and punctuation choices are explored and discussed.
Maths	**SEND children can be supported in a variety of ways in Science**	**If a pupil demonstrates that they are excelling in Maths,**

	which include: ∉ Manipulatives (concrete, pictorial) ∉ Differentiated work. ∉ Grouped according to next steps. ∉ Visual resources ∉ Working walls. ∉ Regular breaks during maths lessons for those who need this on their IEP/ EHCP. ∉ Timers to keep children on-task ∉ Knowledge organisers. ∉ Learning journey displayed in working wall. ∉ ICT resources: TTRS/ games (Topmarks, Maths Playground, Scratch etc) ∉ Peer work and discussion (inclusive maths activities) ∉ Steps of instructions written in the lesson (procedural success steps) ∉ PIXL therapies and SEN PIXL resources. ∉ Practical lessons rather than just in books. ∉ Lolly pop sticks to encourage children to work as a team to answer questions and alleviate pressure. ∉ Starter for ten to encourage learning to be recapped. ∉ Application of maths to more 'real life' problems, but are differentiated suitably (either through activity, support or outcome of lesson) that allows them to learn life in real life setting.	**they could be challenged by:** ● Grouped according to next steps. ● Further challenge questions. ● Extra challenges put into children's book to move learning on, once book has been marked. ● Investigative mathematics, applying their mathematics to more challenging questions. ● Focus on the pupils using more sophisticated mathematical vocabulary (Active Questioning). ● Demonstrating examples of how to solve questions to the rest of the class. ● Inspiring this group with role models: Ada Lovelace, Alan Turing, Racheal Riley, Carol Vorderman , Einstein, Pythagoras etc. ● Questions that ask this group to work through mistakes and identify the mistake. ● Using more abstract mathematics, such as representing the answer algebraically, or using a rule or the answer pictorially (which can sometimes be tricky, depending on the answer). . ● Mathematical questions EG' I wonder…' These questions take learning into more difficult thinking. ● 'Maths Talk': modelling how to talk about maths to the rest of the class, to inspire others in how to use the language. ● Using questioning to initiate more in-depth thinking. ● Application of maths to more 'real life' problems but instilled in more difficult real life problems. EG thinking about the interest made on savings at a bank in %, engineering and science linked problems that are linked also to maths. ● 'Primary Maths Challenge' competition, where those who are working in year 5 and 6, get the opportunity to compete against other schools at QKA.
Science	**SEND children can be supported in a variety of ways in Science which include:**	**If a pupil demonstrates that they are excelling in Science, they could be challenged by:**

	-Hands on experimental science included in every unit of work widen pupil engagement and foster scientific debate for all children, regardless of ability. -Interactive classroom displays that allow all children to see a visual learning journey of their unit. -Short tasks to maximise concentration and involvement. -Opportunities to recap learning regularly (during a lesson as well as at the start of each lesson).	-Opportunities for science leadership within lessons. -Follow on questions to encourage deeper drilling down with specific concepts.
RE	**SEND children can be supported in a variety of ways in RE which include:** -Visual resources (e.g. video clips). -Role play in mixed ability groups to understand key stories and beliefs. -Discussion including active questioning to engage thinking about how and what we can learn from religions. -Use of artefacts to promote discussion. -Linking RE to other subjects such as art. -Short tasks to maximise concentration and involvement. -Opportunities to recap learning regularly (during a lesson as well as at the start of each lesson).	**If a pupil demonstrates that they are excelling in RE, they could be challenged by:** -Use of artefacts to deepen understanding of religious beliefs, helping children to be able to make links with other religions. -Discussion about comparisons within and between the six main religions as well as a world view (humanism). -Questioning by posing 'I wonder' questions throughout a lesson.
Computing	**SEND children can be supported in a variety of ways in Computing which include:** - Scaffolded activities - Visual resources - Small steps to success - Short and simple instructions. Also see: Curriculum adaptations for specific need in Computing	**If a pupil demonstrates that they are excelling in Computing, they could be challenged by:** – Teaching/leading a group activity for their peers – Debugging/troubleshooting other pupils' work – If specific to programming, create a game for others in school to take part in – Completing an activity in a shorter time frame to use their skills quicker
PE	**SEND children can be supported in a variety of ways in PE which include:** - Use the STEP (Space, Time, Equipment, People) principles. - Greater spaces to work in - More time to complete tasks - Larger bats/balls/equipment - Peer support - group work. - Short and simple instructions - Demonstrations of activities/intended outcomes	**If a pupil demonstrates that they are excelling in PE, they could be challenged by:** - Leading a warm up for the class - Given an extra challenge when taking part in whole class activities - Acting as the 'coach' or 'manager' in group activities - Using the non-preferred hand/foot in skills activities - Participating in smaller court areas where appropriate

Music	**SEND children can be supported in a variety of ways in Music which include:** - More time to complete tasks - Short and simple instructions - Demonstrations of activities/intended outcomes - Scaffolded activities - TA support - Opportunities to be creative in output - Mixed ability group work - Working closely with a Able and Talented student - Offer children untuned instruments to use instead of tuned. - Adapted instruments in order of difficulty – untuned instruments, bells, chime bars, xylophones and glockenspiels, keyboards, recorders.	**If a pupil demonstrates that they are excelling in Music, they could be challenged by:** - Leading a warm up for the class - Demonstrating a skill to the whole class - Being given an extra challenge when taking part in whole class activities - Acting as the 'leader' in group activities - Supporting other children in their learning e.g. SEND - Showcasing their learning in front of the whole school - Extending their knowledge through more challenging composition with extended parameters - Using pitched, higher-level instruments (EG: recorders) - Having musical notes to read that match the song. - Encourage them to discuss the interrelated dimensions of music. - Introduce further notes for children to use.
Art & Design	**SEND children can be supported in a variety of ways in Art & Design which include:** - Scaffolded activities/use of TA. - Visual resources on slides to show expectations - Short and simple instructions. - Opportunities to be creative with materials.	**If a pupil demonstrates that they are excelling in Art & Design, they could be challenged by:** – Use different mediums to apply to a skill. – Support other children with their artwork as well as their reflections. – Showcase their artwork across school. – Evaluate the work of others and offer constructive advice on how it could be improved.
PSHE	**SEND children can be supported in a variety of ways in PSHE which include:** - Using a range of artwork and role play to evidence learning rather than written work. - Mixed ability group work. - Opportunities to share their ideas verbally. - Evidence learning in scrapbook style	**If a pupil demonstrates that they are excelling in PSHE, they could be challenged by:** – Questions which challenge them on a deeper level. – Opportunities to support or work with others. – Opportunities to develop their skills by giving them a pastoral role in school. – Becoming a 'leader' in group situations. – Give them opportunities to reflect on their own behaviour and others.
Geography	**SEND children can be supported in a variety of ways in Geography which include:** - Mixed ability pairs	**If a pupil demonstrates that they are excelling in Geography, they could be challenged by:** - Challenge box as part of their activity where they

	- Group work with an adult - Instead of writing labels, they can colour in specific colours from a key - Drawing picture/diagram with simple labels - Photographic evidence of them completing their group work - Verbal or videoed answers or explanations.	can explain their geographical understanding in more depth. - They become the 'teacher' for their table and can support/explain their ideas to others to support them. - Questioning, using high-order questions to develop 'deep thinkers' in teacher input and during the activity. - Asking the children to choose which resources they think they would need and explain why they have chosen the resource over other resources.
DT	**SEND children can be supported in a variety of ways in DT which include:** - Scaffolded activities/use of TA. - Modelled expectations from teacher and then repeated by TA - Short and simple instructions. - Opportunities to be creative with materials. - Sentence starters to help record design ideas and evaluations.	**If a pupil demonstrates that they are excelling in DT, they could be challenged by:** – Choose which resources they think they would need and explain why they have chosen the resource over others. – Support other children with their designs as well as their evaluations. – Evaluate the work of others and offer constructive advice on how it could be improved. – Give ethical dilemmas, think about Eco solutions/sustainability – Consequences: If this item had not been invented, the world would be a better/worse place.
History	**SEND children can be supported in a variety of ways in History which include:** - Offering a variety of activities including games and songs to keep their interest and help cement learning, - Alternative methods of recording their understanding (eg. videos/transcription/scribes) - Adapted activities (especially writing tasks) - Working in a mixed ability pair or group - Additional adult support. - Pre-teaching of vocabulary - Instruction (visuals and short, simple and repeated instructions) - Use of toolkits, displays and visual resources - Use of Ipads for voice or video recording. - Any other SEND resources to aid learning (wobble cushions/therabands/pencil grips etc.)	**If a pupil demonstrates that they are excelling in History, they could be challenged by:** - Sharing their own historical knowledge and observations with their peers (group or whole class) - Being given an extra challenge when taking part in whole class activities - Acting as the 'leader' in group activities - Supporting other children in their learning e.g. SEND - Making deeper comparisons and observations around links between historical events/figures. - Asking children questions which challenge them on a deeper level. - Opportunities to develop their skills by giving them jobs/activities and roles in school. - Additional research and discussion around reliability

		of sources and thinking about biases.
MFL	**SEND children can be supported in a variety of ways in MFL which include:** - Differentiated worksheets - Work in a mixed ability pair - T/A Support - Short, simple and repeated instructions for tasks - Additional time given to complete work - Visual resources - Use of Ipads for oracy practice (just voice recording not video if preferable). - Offering a variety of activities including games and songs to keep their interest and help cement learning,	**If a pupil demonstrates that they are excelling in MFL, they could be challenged by:** - Challenge questions (written in English or French). - Extension tasks. - Find a suitable pairing and encourage more oracy in the form of conversation rather than basic vocabulary practice, or simple phrases. - Reading comprehensions tackled as a class can be given to individuals. - Partner with a French speaking teacher to model a role play of what is being taught to the whole class. - Guiding/leading a group activity with some peers. - Create a ‘what have you learnt’ poster at the end of a unit to showcase their understanding and learning.