

Planning Inclusive Lessons
Science

Inclusive Environment	Resources	Scaffolding
<ul style="list-style-type: none"> • Create a working classroom environment that is calming and simple, e.g., clear routines, organised workspaces. • Use preferential seating and proximity to engage all learners - have learners who struggle to concentrate at the front of the class, or plan for a teaching assistant to encourage the learner to participate and maintain focus. • Pre-expose learners to the equipment and nature of the lesson (especially for experiments and practical lessons) to spark engagement and interest in the upcoming lesson. • Pre-empt misconceptions • Use visuals (e.g., now, next, then boards or visual timetables) to segment the lesson into manageable chunks that are achievable for the learner 	<ul style="list-style-type: none"> • Key questions and vocabulary linked to current learning displayed in class • Working walls • Use visual aids for children to refer to (WAGOLL/Steps to success/symbols/ key facts) • Provide topical word banks and picture cards that the learner can point or refer to when explaining scientific processes • Provide writing frames to aid organisation and recall of content. • Use of a task board to help organise a task • Manipulatives and resources • Bring abstract concepts to life through concrete resources and comparisons. 	<ul style="list-style-type: none"> • Make learning multi-sensory • Provide pre-teaching opportunities for learners to hear vocabulary prior to the lesson. • Plan small group teaching opportunities, • Model: 'think aloud' when demonstrating solve problem • Provide learners with worked examples to use as a model whilst completing independent work • Chunk learning into manageable sections • Provide an overview for the lesson and identify clear, manageable goals throughout