

Planning Inclusive Lessons
Maths

Inclusive Environment	Resources	Scaffolding
<ul style="list-style-type: none"> • Plan opportunities for talk • Use of concrete resources • Embrace mistakes • Discuss misconceptions • Teach new vocabulary explicitly • Pose 'open-ended' questions e.g. Odd one out • Opportunities for over-learning • Plan regular opportunities to practise prior-learning • Allow 10 seconds of processing (thinking) time before expecting a response. • Plan opportunities/range of contexts to consolidate learning and apply skills. 	<ul style="list-style-type: none"> • Use of concrete resources e.g. numicon, base 10, multilink • Use visual aids for children to refer to (WAGOLL/Steps to success/symbols/ key facts) • Resource mats/help sheets • Working Walls • Concrete, Pictorial, Abstract (CPA) • Multi-sensory approaches • ICT support • Apps e.g. Hit the Button, TT Rockstars, 	<ul style="list-style-type: none"> • Pre-teach mathematical vocabulary and make clear links between prior learning • Scaffold discussions using visuals, sentence frames, peer partners • Have clearly laid out worked examples for these learners to refer to when working independently. • 'Drawing' the word problem • During retrieval practice, if needed, learners can have concrete resources or visual support, such as a times tables square, to remind them of number facts. • Break concepts down into smaller, more manageable chunks