

## Shine Brightly Curriculum

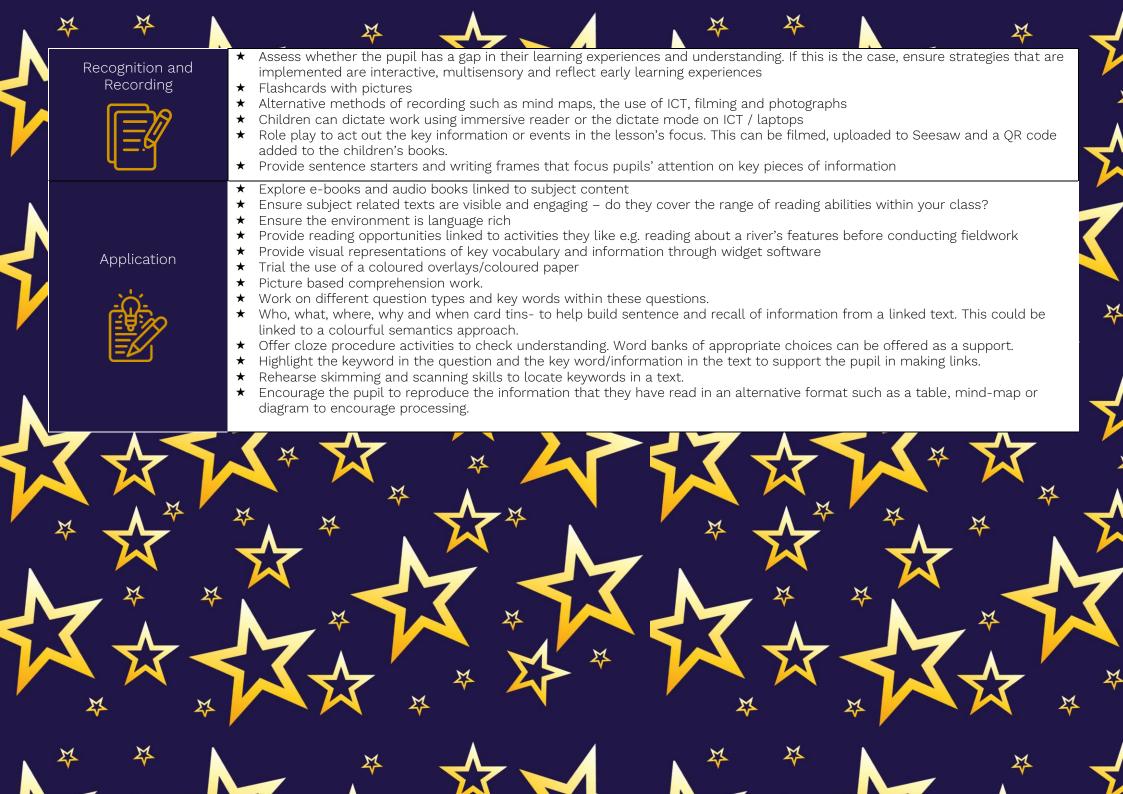


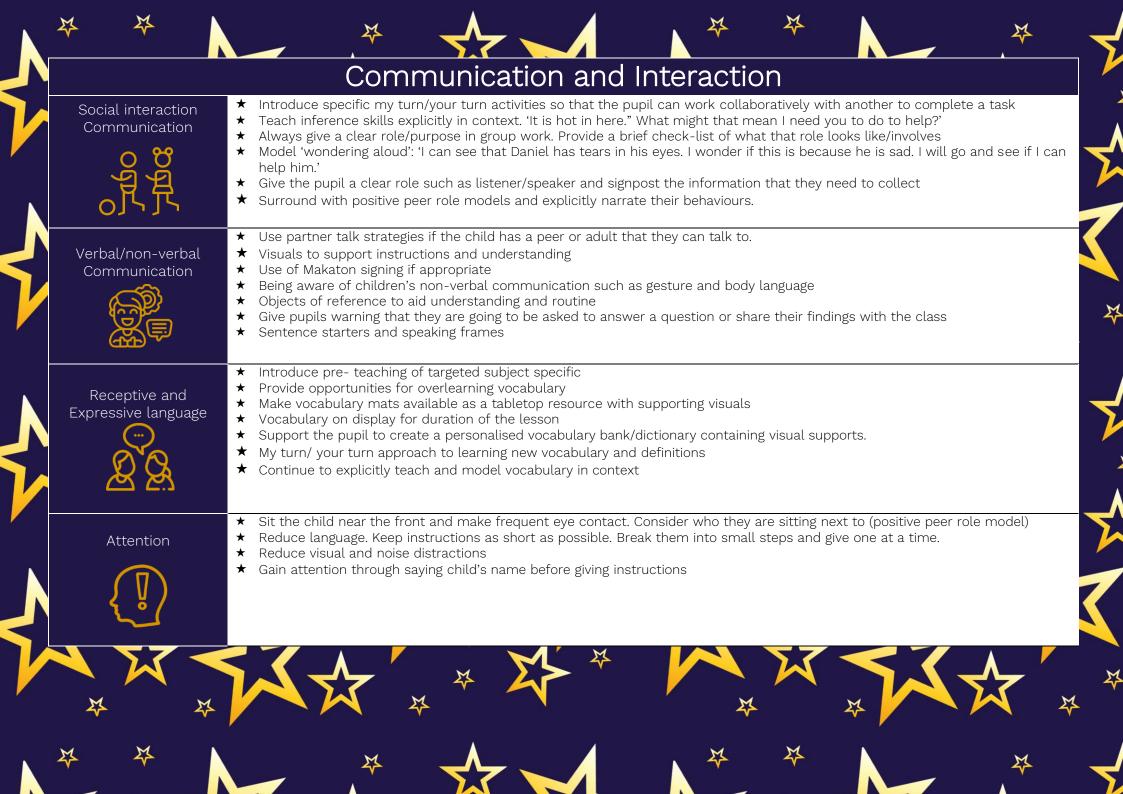
**Bebrave** 

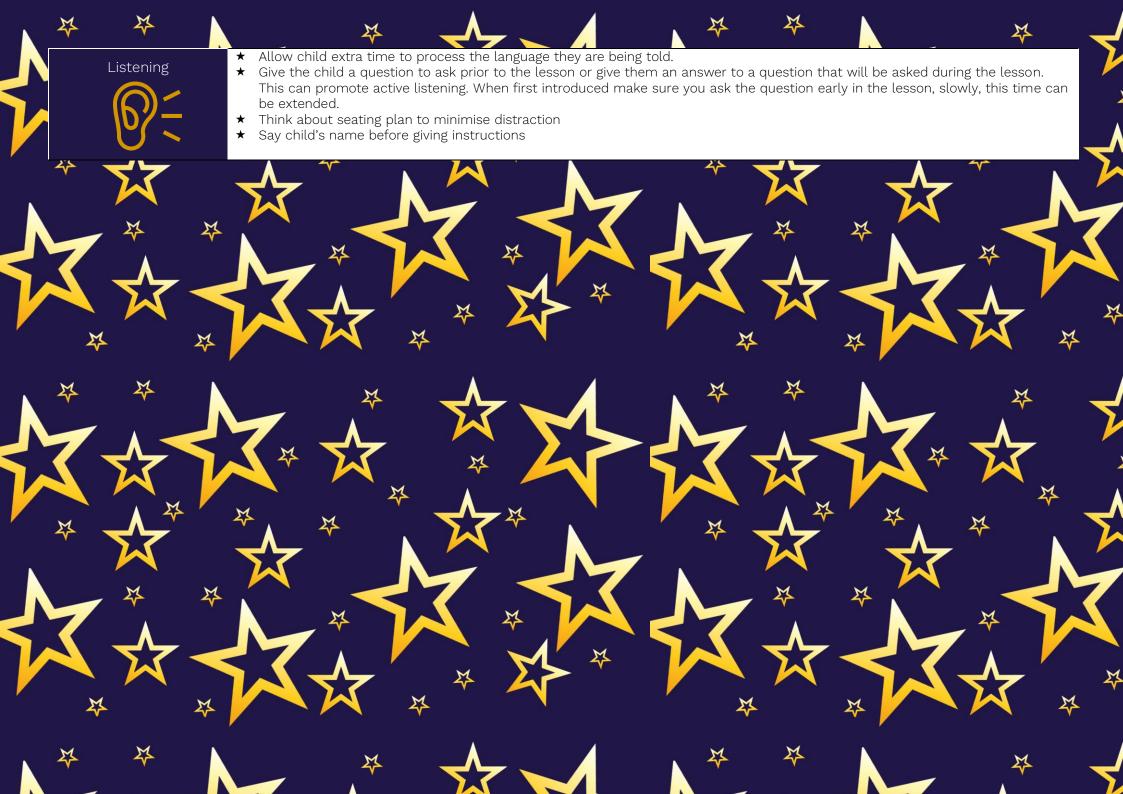
Bebrilliant

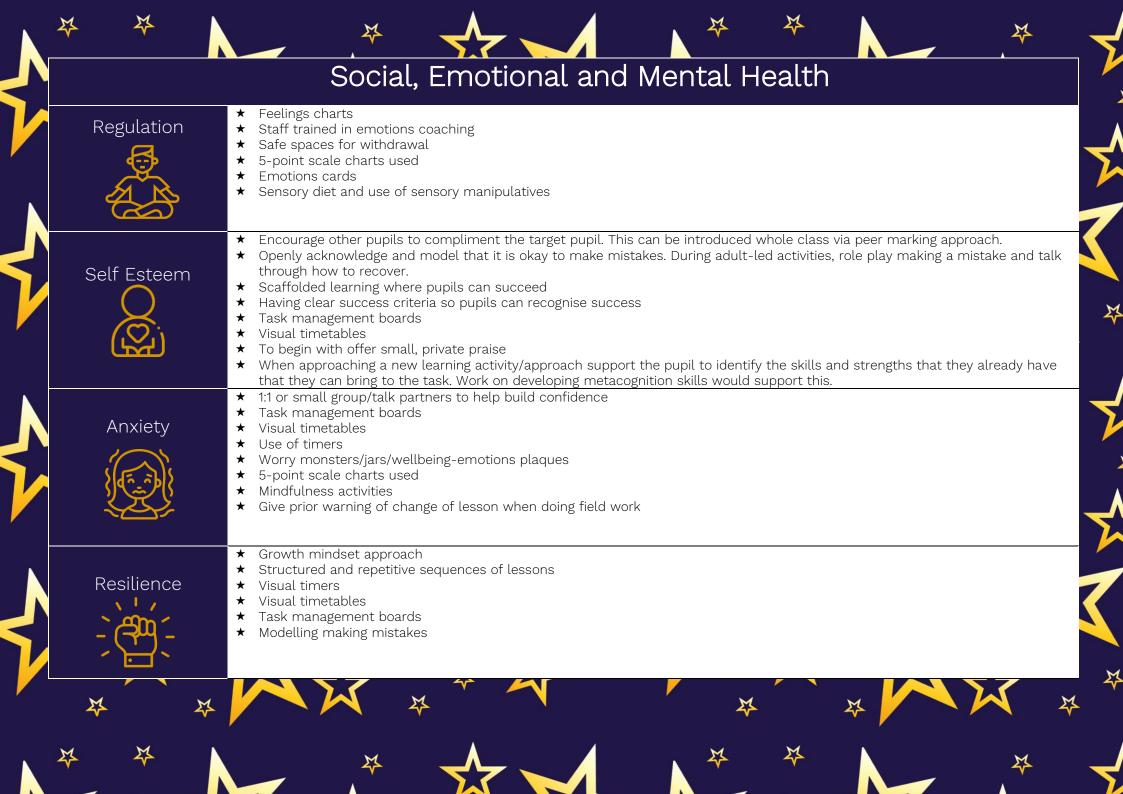
Believe

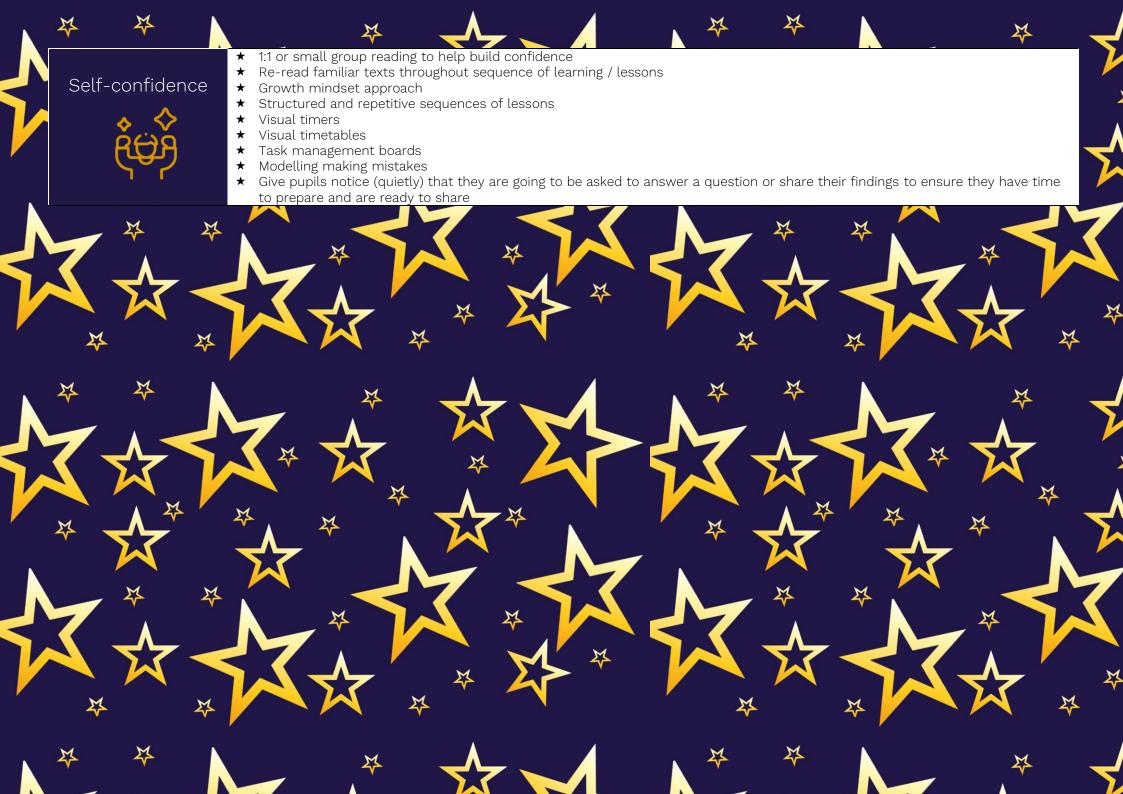
## Cognition and learning ★ Use of a voice recording device such as talking tins ★ Offer additional thinking time to formulate responses and act upon instructions. To support this, warning of the question/response is useful ★ Offer short, personalised instructions in the correct task sequence (task management boards can support with this) Memory ★ Provide visuals to support vocabulary (on Learning Intentions and Never Heard the Word Grid) ★ Limit copying. Give the pupil their own tabletop copy to highlight/interact with ★ Offer pre-teaching sessions to make the unfamiliar feel familiar ★ Teach new Geography vocabulary explicitly and continue to revisit in context ★ Using narrative and stories to support children with new concepts \* Revisit prior learning at the start of each lesson with retrieval practice (use of Quizlets). Use a variety of questioning techniques to support all children to recollect previous learning ★ Children to revisit and add to knowledge harvests each lesson to consolidate understanding **★** Provide equipment checklists ★ Offer a visual task timeline/ task management board Task Organisation ★ Offer a Workstation approach ★ Ensure equipment is well organised and easily accessible ★ Use of visual time prompt such as timers ★ Tasks to be broken down into smaller, manageable steps – use of task management boards ★ Offer a visual task timeline/ task management board ★ Offer frequent and planned refresh/refocus breaks built into a visual timeline Concentration ★ Use of a tabletop timer to show how long the child must work for ★ Ask the child to explain in their own words what they are learning/their task ★ Break larger tasks into small steps and offer a motivator for successful completion of each one (task management boards can support with this) ★ Keep focused activities short and intersperse with child-led activity ★ Daily repetition of activities and routines so that they become familiar and predictable (see Geography Lesson Structure document) ★ Allow additional thinking time to process and react to instructions/information ★ Explore the learning style of the pupil and ensure you reflect their processing style in your teaching style and resources. Ensure Information Processing you offer a range of teaching styles within your QFT. ★ Verbal information to be supported with use of visuals ★ Using narrative and stories to support children with new concepts ★ Individual workstations to lower visual and sensory stimuli











## Physical and/or Sensory needs ★ Use of alternative methods of recording including mind maps, use of IT/immersive reader and dictation Fine Motor Skills ★ Pencil grips **★** Writing slopes ★ Enlarged writing lines ★ Different writing tools e.g. larger pencil ★ Include large gross motor gestures/actions as a support for remembering key content information or subject specific Gross Motor Skills vocabulary. ★ Use of alternative methods of recording including mind maps, use of IT/immersive reader and dictation Pencil grips and a range of writing tools Writing slopes Enlarged writing lines/text ★ Adaptive seating e.g. wobble cushion, physio chair, Provide a note taker (adult or peer) to record key information Hearing ★ Include opportunities for repetition in lesson time. ★ Appropriately placed seating within the classroom impairment ★ Use open-ended questions to check understanding, as this prevents the deaf pupil from nodding without really understanding. ★ Use of hearing loops etc – if appropriate Reduced background noises within the class e.g. fans, radiators etc Pre teach of vocabulary ★ High level of visual support for the spoken word ★ Use of subtitles if watching video stimulus ★ Consider producing materials for all pupils in an accessible font size (at least 14 point) and typeface (eg Arial) to reduce the amount of modification needed ★ Provide electronic copies of resources for older pupils so they can put them into their preferred format themselves on their Visual Impairment own computers ★ Allow work to be completed on electronic device and written feedback to be given in the same way Offer coloured overlays and printed materials on pastel coloured paper Increase line spacing (at least 1.5) When asking questions, say the childs' name to let them know they are going to be involved ★ Enlarge maps and show them on the large screen ★ Ensure sharpness and contrast of images ★ Give the children time and opportunity to explore through touch, e.g. outlines of maps, textures

