

Summary: Sample Scenario Meeting Cian’s Priority Learning Needs Through Team Teaching

Priority Learning Needs	Targets	Cian’s Specific Learning Experiences
<ul style="list-style-type: none"> • Early number classifying, ordering and comparing • Counting and numeration • Addition 	<ul style="list-style-type: none"> • Cian will sort objects into three properties with 80% accuracy. • Cian will orally count on from 10 to 20 chorally and independently. • Cian will combine sets to 10 with and without manipulatives. 	<ul style="list-style-type: none"> • Early number - Sort the Street (nrich), Guess my Secret (RSGM) and The Missing Piece (RSGM) • Counting and numeration - Rhythm counting, Counting apple/pendulum, The Sound of a Number game, Class Number Line (Pegs on a line), Show me, Pass the Teddy, Count Around and Guess my Number (RSGM/ PDST Mental Maths Handbook + and -) • Ten Frame activities – Twenty, Guess What?, Missing Part Card activities – Missing Part, I wish I had (Number Sense activities)
1 st Class Curriculum Objectives. Pupils will...	Mathematics Skills	Class Learning Experiences
<ul style="list-style-type: none"> • count the number of objects in a set • read, write and order numerals, 0–99 • develop an understanding of addition by combining or partitioning sets, use concrete materials 0–20 	<ul style="list-style-type: none"> • Applying and problem-solving • Communicating and expressing • Integrating and connecting • Reasoning • Implementing • Understanding and recalling 	<ul style="list-style-type: none"> • Allow pupils to: find as many ways as possible for sorting the houses while explaining their criteria for doing so (Sort the Street – nrich), play Guess my Secret (RSGM) using 1, 2 and 3 attributes, play The Missing Piece using a larger grid with additional cells. • Additional counting activities - RSGM/ PDST Mental Maths Handbook + and – p. 36 – 39. • Extend Ten Frame activities by using multiple frames up to 100 in total (see Fill the tens – p. 32 and Double Ten Frames – p. 33 in PDST Place Value, Decimals & Percentages: Teacher’s Handbook) • Further counting and numeration - Level A1 activities – p. 25 – 41 (PDST Place Value, Decimals & Percentages: Teacher’s Handbook) • Further practical activities for developing addition strategies –PDST Mental Maths Handbook + and – p. 17 – 23
SEN Supports	Team Teaching Model (This will be dependent on the personnel and time available to support Anna’s needs)	
<ul style="list-style-type: none"> • Additional direct intervention - language development, scaffolding while reasoning etc. • Use of concrete materials - multiple representations of number etc. • Groupings within class • Assessment - conferencing, observation etc. (formative and summative assessment) 	<ul style="list-style-type: none"> • Lead and Support: monitoring and assessing the pupil engagement and responses- e.g. counting activities, or feedback of different solutions and strategies to tasks • Station Teaching: Groups working on different tasks and rotated over the course of a day/week. Cian’s targets are catered for through his specific tasks that he or groups of pupils might be doing at the particular station. • Parallel Teaching: One group working on task A while other group working on Task B. Cian’s targets can be met through the use of the tasks identified for him or the differentiation of either Task A or B. • Alternative Teaching - small group support for Cian with other pupils in the class who may have similar difficulties • Teaming Teaching – teachers modelling strategy sharing during specific tasks etc 	