
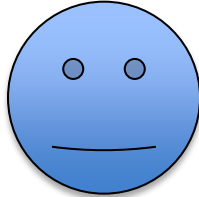


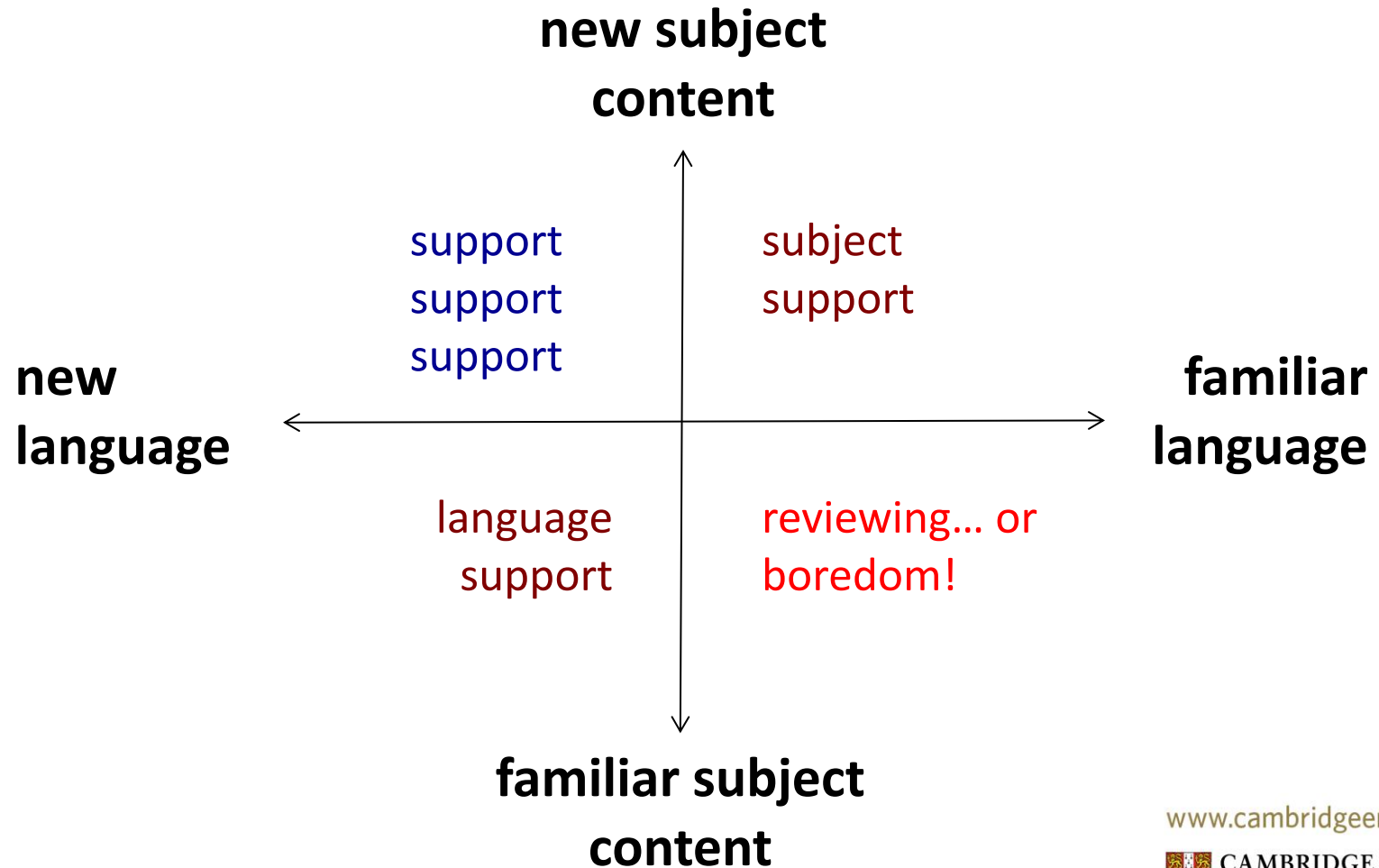


1. How do we differentiate learners?

	good at maths	not so good at maths
good at language		
not so good at language		

2. When is support most needed?



3. How can we differentiate learning?

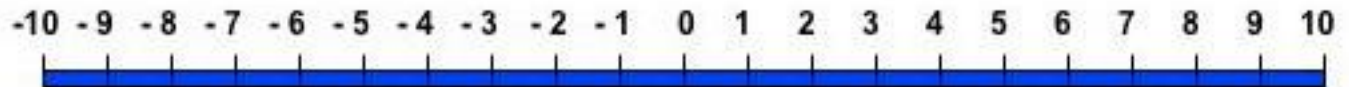
Maths: to be able to add and subtract positive and negative numbers

Differentiation

- of objective
- of task
- of support

Less able learners

- Work with numbers between -10 and 10
- Complete five questions instead of eight
- Provide number lines



3. How can we differentiate learning?

Maths: to be able to add and subtract positive and negative numbers

Differentiation

- of objective
- of task
- extension

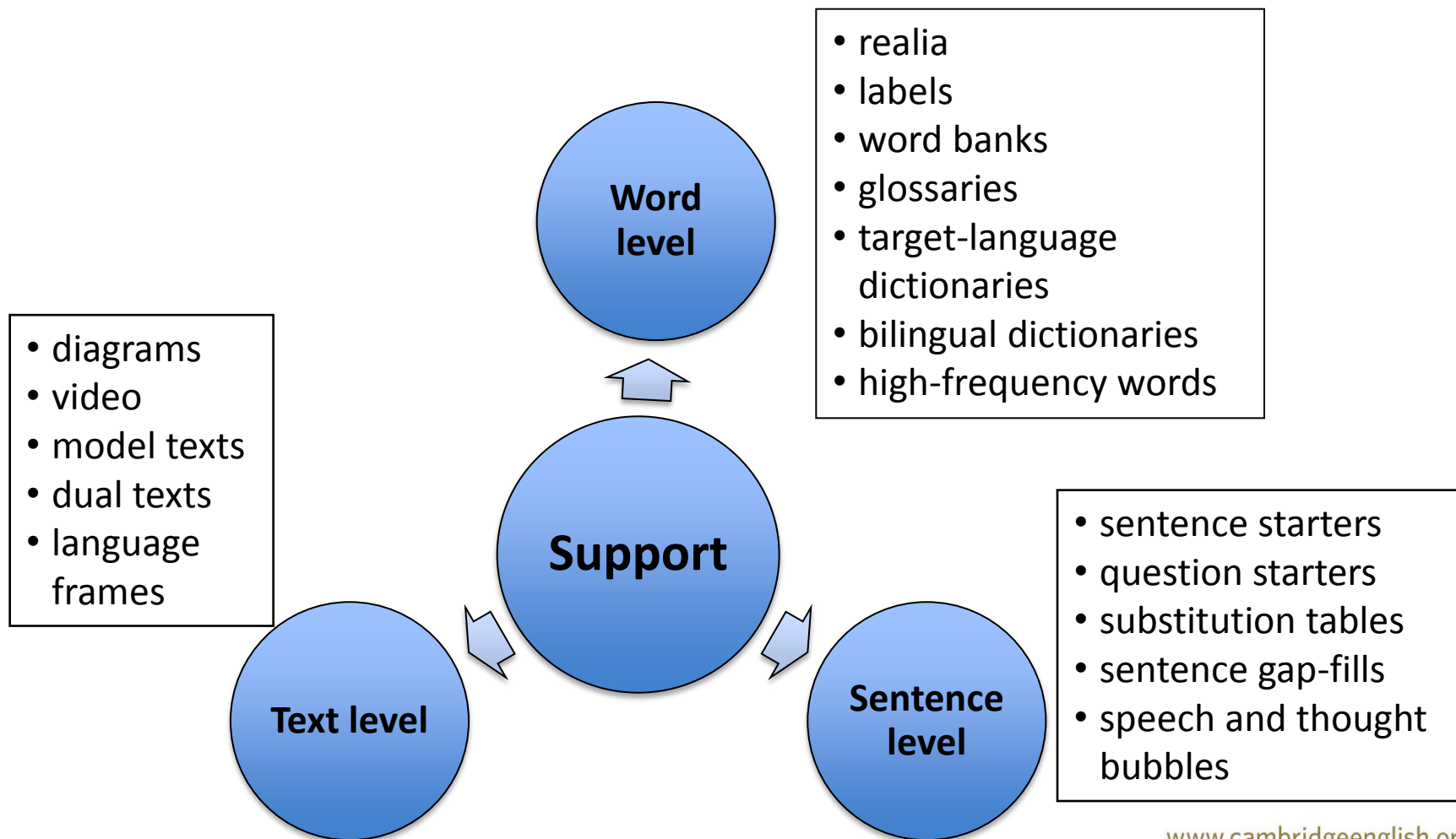
More-able learners

- Calculate three number additions and subtractions e.g. $-7 + 19 - 21$
- Complete all questions and write three for a partner to calculate
- Provide written problems using temperatures above and below zero

<http://nrich.maths.org/5868>

Provide web links for extended learning

4. What types of support can we use?



All three: visuals, visual organisers, video clips, IT

Secondary support

word bank

Rocks

Igneous: 'ignus' means fire

Sedimentary: from pieces of clay, sand or rock (sediments)

Metamorphic: changed by heat or pressure



round ↔ angular
soft ↔ hard
smooth ↔ rough
dark ↔ light

sentence bank

___ rocks	are formed	by	_____.
___ rocks	have got		
	are made up of		_____.
	consist mainly of		

sequence

