

Inclusion Planning

Example



Key Stage 2 Sound (ages 8-9)

Adaptation	Activity / Resource / Note
Pre-teach or a pre-task linking science to real life	Identify sounds - Explorify Listen what can you hear activities: Dawn to dusk, Ready to play, Home help
Contextualise information: pictures, videos, books	Do all sounds come from vibrations? Watch - Explorify What's going on? Good vibrations video and explain that YES all sounds are created by vibrations.
Teach new vocabulary explicitly: symbols, working wall, discussing words	Vibration, Sound, Volume, Loud, Quiet Use 'words we know/ words we are working on' display. Make an action of vibration for children to copy.
Practice vocabulary: songs, games or discussion	Explorify What's Going On? Lyre Bird - Watch the bird's throat vibrating as it makes noises.
Introduce the concept: discussion, demonstration or question	How are sounds made? Sound circus: children observe and feel (using their fingers) the vibrations associated with sounds. 1. Triangles to strike. Discuss why holding the triangle 'mutes' the sound. 2. Drum/ tambourine to strike. Give each group a few grains of rice to place on the skin and observe what happens- why? 3. Fingertips on their throat to feel when they hum, talk or sing 4. Tuning forks and water
Common misconceptions	Larger objects always make louder sounds. Children may not realise: • That vibrations are the cause of a sound being produced. • That the sound of the human voice, whether speaking or singing also comes from vibrations - direct children to feel their throat when they are humming so they notice the vibration of their vocal cords.
Plan scaffolds, stem sentences	Focused recording: observations with drawings and simple sentences using the key word vibrations .
Prepare/plan model to share on a visualiser or whiteboard	Use whiteboard to model recording.
Targeted support: LSA, peer	Use paired talk and peer groups 3-4 children for practical. Praise sharing & sensible handling of equipment.