



Science on a page at High Ash



<u>Aims</u> - We are providing an opportunity for all children to collect the skills and interest required to become Scientists and to work scientifically within the wider world. - We are encouraging all children to develop an interest and curiosity in Science and to find links between scientific discoveries. - We are equipping children to critically engage with Science to think independently, question, investigate and discover. - We are providing children with the scientific tools and vocabulary needed to explain and understand the uses of Science.	
<u>Science non-negotiables</u>	
<u>Science Books</u> - Knowledge organiser at the start of each unit. - Date and learning intention at the beginning of each piece of work. - Evidence of different types of scientific enquiry. - Clear evidence of varied activities and differentiation to allow all children to access learning and to make optimal progress.	<u>Resources</u> - Plymouth Science planning - PLAN - planning science assessments LINK
<u>Working Walls / Displays</u> - Enquiry types displayed - Enquiry types and skills poster displayed - children should know which enquiry type and working scientifically skill they are using each lesson. - Any other relevant work - diagrams, key vocabulary, photographs etc.	
<u>SEND</u> - Vocabulary available in classrooms for all children. - Additional adult support when necessary. - Adapted task or instructions for some children where necessary.	<u>Assessment</u> - Teacher assessment (green/yellow LI) - End of unit assessment - PLAN - planning science assessments LINK - Quizzes, vocabulary checking, fill in the blanks at start of lessons to recap.
<u>Lesson structure</u> 1) Recap last lesson's key vocabulary and enquiry type - can the children still use the key vocabulary and concepts? Where appropriate recap from a previous term or year to assess long term learning. 2) Model new information - explaining with visual aids where necessary. 3) Question to check understanding, probing to gain deeper knowledge. 4) Independent practice.	