Daily Review in Science:

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| Activity | Example |
| Quizzes | True or false, A B C D, |
| Bingo | Give children a grid with key scientific vocab, knowledge and definitions; in partners can they match.  Teacher gives a definition, chn cross off the correct vocab. |
| Flashcards | Recap prior taught vocab through flashcards and the use of lolly pop sticks (prev taught vocab on lolly sticks, pull out at random) |
| Name generator | Powerpoint with key vocab, knowledge, questions and land on one randomly and the children discuss the meaning/answer. |
| ‘Fill in the gaps’ from KO | Give children knowledge organiser with some gaps and the children have to complete |
| ‘Fill in the gaps’ - Label | Diagrams e.g. the heart, where the children have to fill in the gaps of the labels. |
| Match the vocab to the definition | Give some children vocab, others the definition, need to find each other and match up. |
| Images – match the image/label the image | Fill in the blanks to label the image. Can the children identify the key vocab/knowledge to match the image. |
| Spot the mistake – convince me cards | Giving the children in pairs/groups convince me cards linked to the knowledge they have been taught. |
| (WS) Completing conclusion statements | The wider the surface area, the quicker the liquid evaporates. |
| (WS) Identifying and classifying – sorting activity | E.g. herbivore, carnivore, omnivore. |
| Round Robin | ‘Name as many herbivores as you can, pass the whiteboard round’ |

Questioning in Science for a Weekly Review:

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| A ‘Bad’ Question | A ‘Good’ Question |
| What is a mammal? | Compare the similarities between and differences between a mammal and a reptile. |
| What is a carnivore? | ‘A carnivore is at the top of a food chain’. Is this always/sometimes or never true? Convince me. |
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Curriculum Support Format

*Objectives taken from the National Curriculum.*

E.G. Materials: Year One

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| Key Objectives | Core Learning Activity | Core Questions | Deeper Learning Activity | Deeper Questions |
| Y1: Distinguish between an object and the material it’s made from | Sorting activity – give the children different objects and they sort them into the materials they’re made from. | Explain how you know ….. is made from…. ?  Which objects are made from more than one material? Name the materials. | Children to create the headings and vocabulary to sort the objects. | Could you make a jumper from plastic? Convince me. **Repeat.** |
| **Scaffolding:**  Give the children the vocabulary – headings, names of materials. |
| Y1: Identify and name a variety of everyday materials. | Going on a ‘material hunt’ – children have a checklist of materials and have to identify the different materials within your setting. | Can you identify three things you found made from wood/plastic etc..?  Can you label something made from….? | Have a blank grid they have to fill in the different materials they are going to ‘hunt’ for. Explain their reasoning of the identified materials. | Compare the difference between wood and plastic. What is similar and what is different? |
| **Scaffolding:**  Provided the different names of materials. Examples given through modelling. |
| Y1: Describe the simple physical properties of a variety of everyday materials. | Children have different materials and describe the simple properties to match each material. | Describe the properties of……  How did you identify that ….. is transparent? | Remove the scaffold – children to create their own labels to describe the properties.  Give children an explanation of a property – they match with the material. Drawing on their prior knowledge and justifying their answers. | Compare the similarities and differences of ….. and …… |
| **Scaffolding:**  Provide children with key vocab (properties). |
| Y1: Compare and group together a variety of every day materials on the basis of their simple physical properties | Children identify and organise different objects/materials based on their properties. | Compare the similarities and differences between ….. and …….  Identify the common properties within this group of materials. | Remove scaffold – children to sort the materials based on different properties they have identified. | Which materials would you use to make a chair? Why? Convince me. |
| **Scaffolding:**  Provide children with key vocab (properties). |

E.G. Materials: Year Two

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| Key Objectives | Core Learning Activity | Core Questions | Deeper Learning Activity | Deeper Questions |
| Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | WS: Investigate the suitability of different materials for a specific purpose. Children to consider a ‘fair test’.  E.G. an umbrella, a boat, a roof or a raincoat. | Which material do you think will be the most suitable and why? (Prediction)  How can we make it a fair test? | Children to select their own materials to test and be able to explain their reasoning. Children should be able to draw on their prior knowledge of properties. | Explain and justify why …..is the most suitable for a ….? |
| **Scaffolding:**  Providing a method for the investigation. The steps needed to take. |
| Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | WS: Comparing different solid objects made from the same material. Give children a range of objects; elastic bands, clay, plastic tubes, metal forks, wooden spoons, stones and tin foil. Allow children time to explore and think about how they can change the shape. | Can you think of a word to describe how you changed the objects shape? E.g. stretch, squash, twist **(N.C.)** | Children rank the materials based on bendy to least bendy etc. | Explain and justify your choices. |
| **Scaffolding:**  Provide the children with the necessary vocab. |

**Stretch and Challenge in Science (GDS):**

GDS learners in Science demonstrate greater scientific knowledge in all of or one of strands of Science where they can form patterns, relationships and connections between scientific knowledge and skills. They are able to apply this throughout different scientific concepts and areas of learning. GDS learners demonstrate curiosity with subject specific questioning and forming their own lines of enquiry; they easily demonstrate an understanding of a scientific concept using scientific vocabulary accurately and precisely. They are able to work scientifically to explore the concept with a greater degree of independence and critical thinking. Children use learning prompts frequently in order to challenge their own thinking and allow them to justify their responses.

* Demonstrate behaviours
* Show skills
* Greater knowledge
* Ability to make connections & apple knowledge easily?

As teachers, we will provide opportunities for GDS learners to be challenged through thought provoking questions, which will challenge their thinking and enable them to justify their responses. This questioning provides children with the opportunities to confidently use the scientific knowledge and allows for children to make links using their pre-existing scientific knowledge. As teachers, to allow for curiosity we will provide children with the resources they need to follow their lines of enquiry. Teachers will provide rich and meaningful opportunities for learners to build on knowledge acquired and to continue to develop scientific skills through reasoning, explaining and justifying at relevant points throughout the science learning journeys we provide.

* Provide opportunities
* Question and challenge
* Allow for curiosity