



Scargill C of E Primary School
Implementation of Science at Scargill



Retrieval Practice

Children will revisit previously taught parts of their current Science unit including content from all previous lessons (RRR). Retrieval practice is built upon.

Vocabulary Check

Tier 2 and tier 3 vocabulary pre-requisite knowledge is identified prior to new knowledge being introduced. This is explicitly taught to remove any potential barriers to learning.

New Knowledge

Basic new knowledge will be introduced to the children through observation, reading, clips, modelled phenomena or explanation.

Children engage in a variety of rehearse, repeat and respond tasks to embed the knowledge.

Further Knowledge

Further knowledge to deepen the children's understanding is shared.

This can be delivered by the teacher in a variety of ways and using an approach that is deemed appropriate for the children.

Respond to New Knowledge

Children respond to the new knowledge through the cognitive domains – basic, advancing and deep. The children's responses will be evident in books. Additional scaffolding will be evident on SMART plans, including: word banks and sentence stems to support.

Make it Stick

Children reflect on the lesson taught and are provided with a quiz/list of statements or questions to respond to. This provides valuable assessment and a final opportunity to rehearse and repeat sticky knowledge in order for children to know and remember more.

Enquiry

There are 5 types of enquiry that we focus on throughout our science curriculum.

1. Observing over time
2. Identifying and classifying
3. Pattern seeking
4. Research
5. Comparative and fair testing