**Implementations of Science Lessons at St Thomas More**

What would we expect to see in Science lessons in the school?

* Children working on objectives in line with the curriculum intent for Science (as published on the school website).
* Current lesson is placed within sequence of learning within the unit.
* Each lesson begins with a short ‘remembering more’ section: Flashback (questions from previous learning within the current topic/similar topics from previous years).
* Topic-specific vocabulary are clearly explained and revisited within the correct context during the lesson.
* Teaching of science will take the form of some direct instruction.
* Children will be taught substantive scientific knowledge (content) first, before they undertake enquiry.
* Children will be taught disciplinary knowledge (scientific enquiry skills - ‘how was the knowledge established?’) relevant to their key stage.
* Tasks directly relate to the learning intentions. All children are working towards meeting the same learning intentions. They are supported and/or challenged appropriately. *Some children might be working below the year group and be taught a separate curriculum.*
* Talk task and plenaries - regular review of children's understanding through discussions, questioning and quizzes.
* Quizzes and assessment tasks are used at the beginning and end of topics.

A skeleton outline of a St Thomas More Science Lesson:



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| Prior Learning  |
| Vocabulary focus: introduction of new vocabulary that will be used in the lesson. |
| Teaching input  |
| Talk Task – retrieval and understanding.  |
| Task – All children working towards the same learning intentions (substantive and disciplinary knowledge) |
| Plenary – retrieval and understanding. |