

# Science at St Oswald's

## Wonder and Ask

'Way in' to a scientific investigation.  
Capture the children's curiosity.



## Discover and Investigate

Discover and learn about the lesson's learning point.  
Investigations and practical experiments.



## Explain and Describe

Reflect on and record scientific findings.  
Draw conclusions, recognise relationships and share findings.

I see, I think, I wonder.  
Display picture/object/video/concept cartoon.  
Big question.  
Real life scenario/problem/dilemma.  
Scientific questions that have been investigated in the past.  
What do children already know? What questions do the children have? What would they like to find out?

Practical investigations/experiments to answer key scientific questions.  
Kagan structures to support cooperative discovery and discussion.  
Identify and address misconceptions.  
Introduce and display key scientific vocabulary for children to use.  
Scientific research (use of ICT).

Guided practice—careful modelling of reporting scientific findings.  
Children record their learning in a variety of ways: scientific write-ups (including graphs), presentations, posters, videos, photographs.  
Seesaw used to capture children's discoveries and reflections.  
Children have opportunity to make links and ask further questions.

## The Learning Environment

- Displays: key vocabulary, stem sentence starters, stimulating questions, work/findings/pictures from children's learning.
- In class: all children engaged, excited and enthusiastic about their learning.
- Books: Knowledge organiser at the start of each unit.

## STEM Sentences

I can see \_\_\_\_\_.  
I think \_\_\_\_\_ because \_\_\_\_\_.  
I wonder \_\_\_\_\_.  
Why/how/what/where \_\_\_\_\_?  
I would like to find out \_\_\_\_\_.  
I already know \_\_\_\_\_.

## STEM Sentences

I predict that \_\_\_\_\_ because \_\_\_\_\_.  
I expect to see \_\_\_\_\_ because \_\_\_\_\_.  
We want to test \_\_\_\_\_ to find out if \_\_\_\_\_.  
To find out \_\_\_\_\_ we could \_\_\_\_\_.  
If we change \_\_\_\_\_ then \_\_\_\_\_.  
It is a fair test because \_\_\_\_\_.

## STEM Sentences

My results show \_\_\_\_\_.  
I found out that \_\_\_\_\_.  
I was surprised when \_\_\_\_\_ because \_\_\_\_\_.  
I noticed that \_\_\_\_\_.  
The similarities/differences between \_\_\_\_\_ and \_\_\_\_\_ are \_\_\_\_\_.  
Based on \_\_\_\_\_ I can conclude that \_\_\_\_\_.

## Planning

- Developing Experts
- Explorify
- Progression maps, LTPs and MTPs

## Assessment

- Observations and AfL questioning
- Pre and post learning assessment/quiz
- TAPS assessment

## Wider School Life

- Visitors and visitors
- Stunning starts and fantastic finishes
- British Science Week