

THEME	Overall theme
CURRICULUM	<p>Strand:</p> <p>Strand Unit:</p> <p>Curriculum Objectives:</p> <p>Skills Development:</p>

Use the DPSM Planning Guide to identify the strand/strand units and the appropriate curriculum/learning objectives that your pupils should achieve.

ENGAGE			
THE TRIGGER	WONDERING	EXPLORING	
<ul style="list-style-type: none"> Relating the new experience to the children Using objects (e.g. torch for simple circuits, sycamore seeds for spinners etc.) Play with toys, objects (e.g. magnets) Use DVD clips, digital images of the scientific phenomenon Story The mystery box A mystery demonstration 	<ul style="list-style-type: none"> Discuss everyday experiences Concept mapping Concept cartoons Think and draw Question and answer session Free writing Brainstorming Manipulation of materials Newspaper article (fictional/actual) The science talk ball 	<ul style="list-style-type: none"> The Invitation to learn New experience presented to the children The children discuss this and try to provide explanation Teacher identifies children's 'alternative ideas' Children's questions about the exploration Provides them with opportunities to explore the phenomenon 	
INVESTIGATE			
STARTER QUESTION	PREDICTING	CONDUCTING THE INVESTIGATION	SHARING: INTERPRETING THE DATA / RESULTS
<ul style="list-style-type: none"> Starter question for investigation Teacher or children pose the question/ scenario/present the problem to be investigated 	<ul style="list-style-type: none"> Children record predictions and provide reasons for their predictions 	<ul style="list-style-type: none"> In groups the children design, plan and conduct inquiry Collect and organise data 	<ul style="list-style-type: none"> Children interpret and discuss their results Present their findings: Propose explanations and solutions based on the data Drawing conclusions
TAKE THE NEXT STEP			
APPLYING LEARNING	MAKING CONNECTIONS	THOUGHTFUL ACTIONS	
<ul style="list-style-type: none"> Discuss implications of their findings e.g. bigger spinner falls more slowly than smaller one. Therefore if I was to jump out of a plane I would choose a bigger parachute as it would fall more slowly Debating Making connections Apply their knowledge to a new learning situation Consider how to extend their new understanding and skills - further exploration, address new questions 			
REFLECTION	<ul style="list-style-type: none"> Did I meet my learning objectives? Are the children moving on with their science skills? Are there cross curriculum opportunities here? What questions worked very well? What questions didn't work well? Ask the children would they change anything or do anything differently. 		

Considerations for inclusion

Consider potential area of difficulty for students with Special Educational Needs.