The 'Five a Day' Principles in Science

Explicit Instruction	**Cognitive and metacognitive strategies**	**Scaffolding**	**Flexible Grouping**	**Using Technology**
• I do, we do, you do teacher approach • Clear language • Task plans • Using diagrams, images or tables to aid understanding	• Knowledge organiser • Revisit prior learning in each lesson – last lesson, last week, last term, last year etc • Pre-teach new vocabulary • Teacher modelling own thinking • Repetition and re-capping of new vocabulary • Task plans to organise thinking into smaller steps	• Small steps • Appropriate level of challenge • Practical activities • Visual representations • Sentence stems • Pre-teaching • Check lists	• Allocating groups flexibly, based on the individual needs that pupils currently share . • Grouping pupils together where they all need additional instruction to carry out a skill, remember a fact or understand a concept. • Collaborative learning across pupils with a range of attainment levels allowing pupils to learn from their peers and feel included.	• IPADS, Chrome books, laptops, talking postcards etc used to record learning • Online quizzes and games • Researching • Videos used to model and explain concepts