

Launch

What can it look like?

- Share the Learning Intention and Success Criteria – displayed and referred to throughout the lesson.
- Explicit teaching of the skills and strategies to establish and test a hypothesis.
- Codevelop anchor charts are displayed in the learning space to support learning.
- Exposure to relevant vocabulary.

Independent / Collaborative Learning

What can it look like?

- The teacher facilitates and supports the learning process.
- Students independently or in small groups practise or apply the focus of the launch lesson and/or their specific learning goals.
- Learning tasks and or goals are differentiated and/or open ended to support learning needs.
- Students utilise a variety of resources within the classroom.

Reflection

What can it look like?

- Opportunity to self-assess against the Success Criteria and identify direction for future learning.
- Students articulate what they have learnt and the strategies/processes they used.
- Evaluation of initial hypothesis.
- Recognise and celebrate student learning.
- Reflection strategies vary from lesson to lesson e.g. partner, individual, journal/diary entry, thinking routines etc.

Launch
(5-10 Minutes)

Independent / Collaborative Learning
(30 - 40 Minutes)

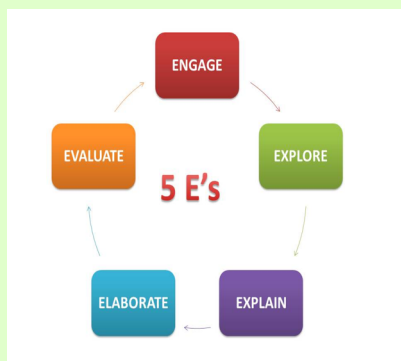
Reflection
(5-10 Minutes)

Formative Assessment and Feedback

Examples: teacher questioning, observation/notes during turn & talk tasks, standardised assessments, anecdotal records, collecting work samples, photographing or filming students, checklists, rubrics, journal/diary entries, exit strategies such as an exit pass, self and peer assessment tools, etc.

Givens

- Students engage in one Science lesson each week.
- Opportunities are made to link Science learning to other curriculum areas,
- Use hands on scientific experiences.
- Practise Scientific Inquiry Skills in every lesson.
- Use the Predict Observe Explain Model for Science investigations from Foundation to Year 2.
- Use the **5E's** Model for Science investigations from Years 3 to 6.



Science Understanding

Science understanding is evident when a student selects and integrates appropriate Science knowledge to explain and predict phenomena, and applies that knowledge to new situations.

- Science as a Human Endeavour
- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

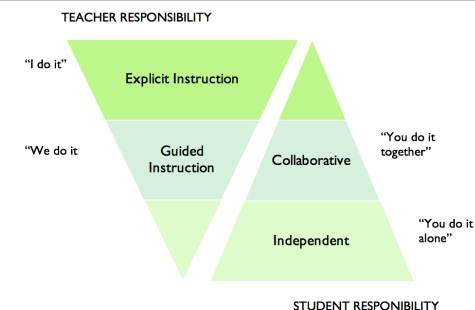
Science Inquiry Skills

- Questioning and Predicting
- Planning and Conducting
- Recording and Processing
- Analysing and Evaluating
- Communicating

Science Key Concepts

The six key concepts are:

- Patterns, Order and Organisation
- Stability and Change
- Form and Function
- Scale and Measurement
- Matter and Energy
- Systems



At CNPS all staff acknowledge the importance of student voice and agency within their learning. Students are provided with opportunities to contribute to what they learn, how they learn and how they demonstrate their learning.

