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**What a Science Lesson looks like at Bromesberrow**

1. Children being scientists in line with our enquiry led curriculum- learning new substantive (facts) and disciplinary (doing science) knowledge.
2. Activating prior knowledge through questioning, activation stations and knowledge organisers.
3. A clear purpose for learning- children know what they will be learning about including vocabulary (captured on front covers and knowledge organisers).
4. A culture of questioning, adults and children.
5. Adaptive practice (*stretching and pulling)* through:

\* Effective modelling ‘*I do, We do, You do’.*

\* Providing scaffolds where needed (Clicker, Widget)

\* New material taught in small steps,

\* Modelling thinking and careful questioning.

1. Assessment of/for learning (use Big Books to capture a cold and hot task and ongoing assessment for learning to address misconceptions in the moment)

  