# Science Non-negotiables

## To be a scientist, I...

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| Plan different scientific enquiries to answer questions. | Take accurate measurements using a range of scientific equipment. | Record data and results of increasing complexity (diagrams, graphs, labels). | Use test results to make predictions to set up further fair and comparative tests. | Report and present findings from enquiries, including conclusions. | Use scientific evidence to answer questions using scientific vocabulary. |

**BIOLOGY – PHYSICS – CHEMISTRY**

## Teaching Non-negotiables

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| Bright ideas activity used at the beginning of every lesson (apart from those that have a Can You Still).<br><br>This may be in the format of odd one out, Positive Minus Interesting, What is the same? What is different?, concept cartoons.<br><br>This can be used to introduce the upcoming lesson, recap the previous lesson, or recap from a previous unit.<br><br>**NO NEED TO RECORD** | <u>Retrieval</u><br><br>Can you Still? activity used at the beginning and end of unit.<br><br>**NO NEED TO RECORD** | <u>Vocabulary</u><br><br>Find the vocabulary on the planning documents. Look at both the retrieval vocabulary and any new vocabulary that will be introduced in the upcoming unit.<br>Discuss any meanings of new words if the children need clarification, use the vocabulary regularly in teaching to model to the children. | <u>Equipment</u><br><br>Use equipment boxes to support delivery of lessons.<br><br>Teaching the children how to use the equipment correctly and safely. | <u>Talk</u><br><br>Time for discussion in every lesson with the expectation that pupils will rehearse using sentence stems to explain their thinking and pupils always asked to discuss what they notice. | <u>SEND</u><br><br>All children will have access to the all tasks, activities and questions, with adaptive practice used to support and challenge. | 'We Are Scientists' doc to be stuck in the FRONT of Science books and referred to throughout units to pinpoint skills used as a Scientist. |

# Recording Non-negotiables

| ELEMENT | Assessment | Post-It planning | Bright Ideas time | Can you still? activity | Main Lesson | Challenge Activities | Interventions |
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| RECORDING | End of unit assessments to be completed by KS2. KS1 do not need to complete these.<br><br>KS1 to use floor books and use assessment grids to assess class attainment.<br><br>DNA ticks to be completed.<br><br>Use success criteria on planning docs to support assessment. | Introduce in Y4 as a whole class.<br><br>Y5 will start as a whole class and, children who are able to, will progress to completing independently in groups.<br><br>Y6 complete independently in groups.<br><br>They will be uploaded to SeeSaw. | No evidence required.<br><br>Can be completed through discussions, use of whiteboards etc.<br><br>Annotations of any key observations may be helpful. | No evidence required.<br><br>Can be completed through discussions, use of whiteboards etc.<br><br>Annotations of any key observations may be helpful. | KS1 to complete activities as whole class, small groups or independently. Discussions can be used however writing down any key points or getting children who are able to write their thoughts down independently. Evidence to be recorded through photographs which are stuck in floor books. SeeSaw used to record activities and QR codes to the work put into floor books.<br><br>KS2 to record activities using individual books for children through the use of written, diagrams, graphs, labels etc. Discussions can be recorded as whole class. Group work can be recorded on SeeSaw independently from the children. | Challenge activities should be titled and underlined to make them clear.<br><br>KS1 use floor books to record all lessons. A variety of work completed at different abilities, showcasing a variety of different learners should be visible. | Immediate Intervention is carried out in the child's book and marked II. It immediately follows the lesson and occurs before the next lesson is taught. |