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

**Theme**

**Curriculum**

**Strand:**

**Strand Unit:**

**Curriculum Objectives:**

**Skills Development:**

- 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.

**Engage**

**The Trigger**

- 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

**Wondering**

- 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

**Exploring**

- 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**

**Start the question**

- Starter question for investigation
- Teacher or children pose the question/scenario/present the problem to be investigated

**Predicting**

- Children record predictions and provide reasons for their predictions

**Conducting the investigation**

- In groups the children design, plan and conduct inquiry
- Collect and organise data

**Sharing: Interpreting the Data / Results**

- 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**

- 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

**Making connections**

**Thoughtful actions**

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