



Rosehill Junior School

Pedagogy & Lesson Structures

January 2024



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Science at Rosehill delivers the national curriculum statutory objectives in clearly sequenced lessons. The children are given opportunities to question the world, the way things work and scientific processes through engaging lessons. Throughout the year, the children in each year group are exposed to a range of enquiry types to develop their working scientifically skills. We recognise that each lesson may not follow the same structure precisely, however, each lesson should contain broadly the following elements:

Next Steps - children respond to any feedback in their books

Re-engage task linking to previous learning **(Task 1)**

Reviewing work from the previous lesson or teaching of new skills linked to previous learning

Modelling of task 2

Independent work with some guided groups **(Task 2)**

Teaching

Modelling of task 3

Independent work with some guided groups **(Task 3)**

Plenary

Tasks should be progressive with task 2 leading into task 3. Task 1 should review the learning from a previous lesson, topic or year group, leading into the new learning for that lesson.

Some of the tasks will be scaffolded where appropriate in order to remove barriers for learning for SEND children. Other tasks may look the same in all books but support may have been given in those lessons.

Example

For instance Y3 Rocks Unit, Lesson 2:

Task 1 a re-engage - Most humans live in houses made from certain types of rock. What properties do we want those rocks to have so that they are suitable for making houses from?

Task 2 Recap sorting the rocks into groups using the terms hard, soft, permeable, impermeable, durable, density and explain their meanings. Test rocks for their properties.

Task 3 Children work as a group to create a simple identification key to sort rocks on their table (encourage the use of new vocabulary).

Science lessons involve the children working as scientists to develop both their disciplinary and substantive knowledge. Lessons are designed around the children improving their ability to work as scientists. Tasks should be well-matched to the activities and should not be purely retrieval activities where children write 'what they know'.

Pedagogical Approaches can be found [here](#) and should be used when designing tasks suited to the lesson objectives. Although these are history based, the same style of tasks can be used in science lessons.



How are lessons adapted for pupils with SEND?

Wherever possible pupils with SEND are taught alongside non-SEND pupils. On the rare occasion where the learning isn't suitable, some SEND pupils will be taught similar lessons but using more appropriate content for their stage of learning.

Where SEND pupils are learning alongside non-SEND pupils, a range of strategies will be used by teachers in order to ensure all pupils are given the best chance to succeed and take the key learning from lessons. These strategies include:

- Revisiting prior learning in order to embed key knowledge and vocabulary.
- Lessons broken down into small steps to avoid overloading - a re-engage, teach, do, teach, do approach.
- Instructions are broken down or where appropriate repeated for SEND children - this may be done slower and with more appropriate vocabulary.
- Differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources.
- Differentiated questioning and targeted simplified level/pace/amount of teacher talk.
- Alternative forms of recording learning.
- Wherever possible, visual, auditory and kinesthetic approaches are used within lessons.
- Resources and displays which support independence - these are in the style of working walls with current learning and key vocabulary on display.
- Access to specific resources within lessons e.g. word mats.
- Mixed ability grouping.
- Adult support within lessons.

Not every strategy listed above will be evident in every lesson but strategies will be used at class teachers discretion in order for SEND pupils to learn effectively alongside their non-SEND peers.