



Where everyone is valued and futures matter

Teaching strategies to implement Rosenshine's principles in Science		
Daily Review/ Weekly Review/ Termly Review	Flashcards	Recap prior words and definitions on flashcards.
	Quiz	Using knowledge organiser to devise a quiz around the vocabulary and definitions children have been exposed to. Children to then answer relevant questions This could be built up over a project/series of lessons
	Word generator	Add all scientific vocabulary into a random generator and encourage the children to give a definition of something that they know when it lands on a word children have to give the definition
	Talk Partners	In partners, give each other a piece of vocabulary and other partner shares definition.
	True or false	True or false quiz E.G - A herbivore eats meat.
	1,2,3	Place pretaught information placed around the room. Children to take it in turns (each child given a number) to find/ recall information from the facts around the room and then write on their teams whiteboard.
	Bingo	Give children a grid with key scientific vocab, knowledge or definitions; teacher to give corresponding information and then children cross off the correct vocabulary.
	Rocking Robin	Round robin - children to list as many examples of a given subject e.g. - carnivores or amphibians.
	Missing information	Withdraw some pieces of information from the knowledge organiser/display - children to fill in the blanks
	Label it	Label key parts of science learning, e.g. - <ul style="list-style-type: none"> • Label the parts of a plant. • Label parts of the human body. • Label the part of the body associated with each sense.
End of half term review to whole school / different class.		
Providing Models	Video of the skill being taught	Children to take note of the video - this may be paused in significant places to show the steps to success (mini goals) e.g - The steps to drawing/ labelling a flower.
	Process of lesson.	Model the process of the lesson. Breaking it down into small chunks, e.g - <ul style="list-style-type: none"> • Modelling how to plant a seed. • Modelling how to undertake an experiment. • Model how to do a scientific write up.
	Steps to success	Place the steps to success on the whiteboard for children to refer back to. This can be in the form of visual instructions or picture method.



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	Modelling of pupil voice and sentence openings.	Model the scientific language that you want to hear in pupil voice and see in the children's work.
	Thinking and loud and verbalising thought process.	Adults to think out loud whilst they are writing and model the thought process behind writing.
	Vocabulary and sentence openers.	Adults to model key scientific vocabulary and sentence openers aloud and when writing, to enable the children to write, discuss and use the vocabulary of scientists.
Scaffolding	Sentence openers and que cards	Adults to place scientific key vocabulary, que cards and sentence openers onto the tables for children to select and use within the lesson.
	Vocabulary and definitions	Children to be provided with a list of vocabulary and definitions when writing like a scientist - children have to choose the appropriate ones to use (this can be lessened over time)
	Knowledge organisers and Working Walls.	Children can use the visual organisers and working walls around the classroom to enable them to develop and recall key facts and definitions.
	Active/ instant feedback.	Adults to provide verbal feedback to support further learning and verbally model the thought process behind writing like a scientist.
	Thinking out loud and verbalising through process.	Adults to think out loud whilst they are writing to scaffold children's learning - how would they like this to be wrote, what key words/ vocabulary should be used when writing like a scientist.