Getting Practical
Science transition project

Session 2
Session 2 Objectives

- Analyse activity review tool.
- Recognise the implications of review for planning and teaching of outcomes across Key Stages.
- Evaluate the effectiveness of practical activities.
## Practical activity review tool

### What are the intended learning outcomes of each activity?

(I plan that my pupils will be able to…)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Develop knowledge and understanding of science</th>
<th>Practical Skills</th>
<th>Develop understanding of scientific enquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make observations</td>
<td>Identify, group or classify</td>
<td>Describe a link between variables</td>
<td>Show understanding of scientific ideas</td>
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<tr>
<td>Identify equipment</td>
<td>Use equipment</td>
<td>Carrying out a practical activity</td>
<td>Ask a question</td>
</tr>
<tr>
<td>Plan an investigation</td>
<td>Identify risks</td>
<td>Collect relevant data</td>
<td>Present data effectively</td>
</tr>
<tr>
<td>Process/Interpret data</td>
<td>State a conclusion</td>
<td>Evaluate a conclusion</td>
<td>Other intended learning outcome</td>
</tr>
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**centre for science education**
Evaluating the use of the review tool

In cross-phase pairs discuss these questions.

What similarities do you notice between KS2 and KS3 activities?

Compare the common activities: Do they have the same learning outcomes in each key stage?

How many outcomes are realistic for a single activity?

Which outcomes appear more frequently?

Which outcomes occur least?

What are the implications of this on planning and training teachers?

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*Getting Practical*

*Evaluate the use of the review tool*

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Practical activity review tool

Discussion time

Work with someone from your school and discuss the following questions.

• How could you use the review tool in your school?
• How will you encourage others to use it?
Dissolve Dissolve!

• Look at this equipment for a dissolving experiment.
• What do you notice about the apparatus?
• Looking at your outcomes what will be your objectives for KS2 and KS3?
• Design an activity to suit each key stage
  – What key questions will you ask to check understanding?
  – How will the questions be different for each key stage/ability group?
  – How will you ensure progression?
• Make a poster to display your ideas
Poster feedback

• Walk around in your pairs - look at the other learning outcome areas.
• When walking around identify how many questions are about ‘what’ pupils are doing and how many questions are about ‘why’ pupils are doing the activity.
• How could you re-phrase questions to address the balance of ‘what’ and ‘why’ questions.
Gap Task

1. Carry out an action research task either on own lessons or throughout the school

Ask students:

• What did you do in science today?
• What did you learn in science today?
• What question(s) do you still want to ask?

Use the pro-forma provided

2. Reflect on how training might be implemented and identify any issues in their setting.
## Gap Task

### Pupil Feedback in Science

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Pupil name</td>
<td></td>
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</table>

**What did I do in Science today?**

**What did I learn in Science today?**

**What questions do I still want to ask about this topic?**