



# The WAT 5Es Approach to Science - Summary

## 2020 - 2021

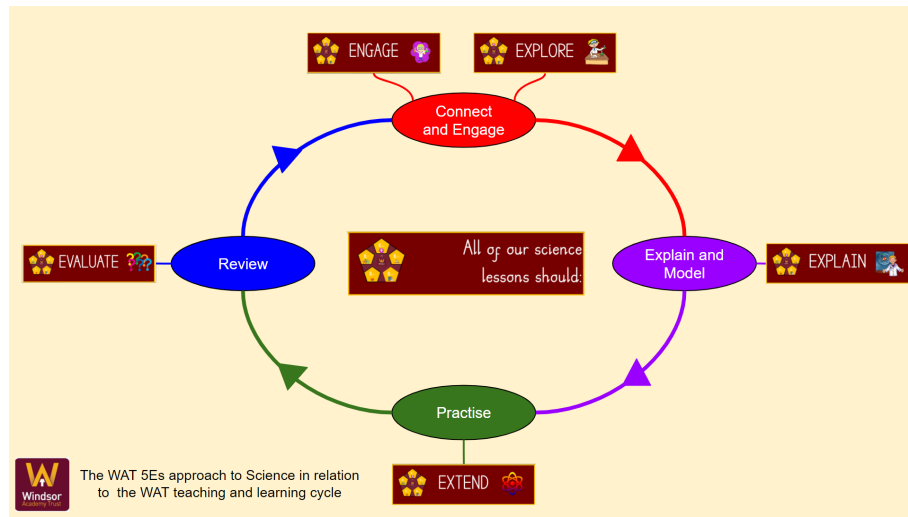


### Planning:

- A - Activities which enable children to achieve the objects set out in the overview.
- B - Working Scientifically skills are to flow through knowledge units.
- C - Plan to investigate in a variety of ways (research, observations over time, comparative testing, sorting and classifying, surveying and pattern spotting).

### Teaching and Learning:

- A - Activities, lessons and units of learning contain elements of the WAT 5Es Approach to Science (Engage, Explore, Explain, Extend and Evaluate).
- B - Individual lessons should be reflective of the WAT Teaching and Learning cycle.
- C - Use AfL effectively through learning checks to assess children's learning and adjust future learning accordingly.
- D - Knowledge organisers should be present at the beginning of units and referred to throughout.



### Environment:

- A - Each classroom will contain a “Science Learning/Working Wall.” This is to be reflective of current learning and should display modelling, key vocabulary (per unit) and working scientifically vocabulary (permanent).
- B - Working Scientifically and unit specific expectations displayed.
- C - 5Es vocabulary displayed.

### Evidence collection and presentation:

- A - All evidence collected should be to a high standard and show clear progression of learning throughout a lesson, unit and academic year.
- B - Evidence should be collected in a variety of formats (computerised, written, diagrams, photographs).
- C - Evidence of feedback on learning to promote progress.
- D - Evidence of “Year Long Investigations” will be collected at the back of the pupils workbook, using the cover sheets provided.