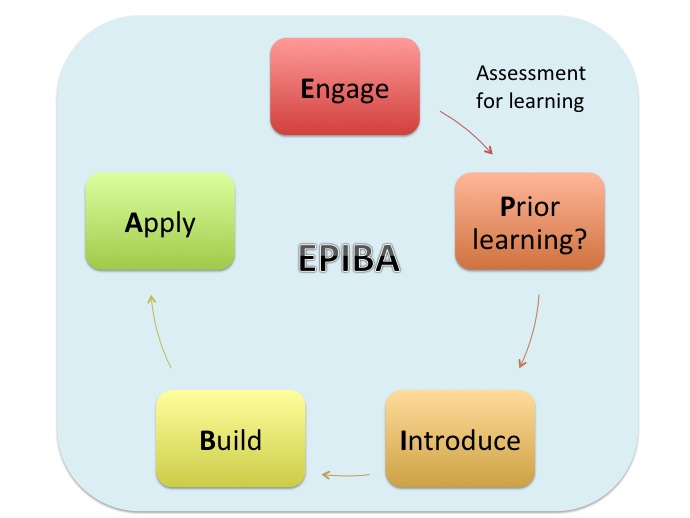
|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | Planning science lessons – **blank template** | **Level** | Various |
| **Outcomes** | To provide a framework to support teachers to plan science lessons. | | |

**EPIBA: a simple approach to support lesson planning in science**

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**Progress:** further resources on teaching and learning are available at <http://www.thescienceteacher.co.uk/teaching-and-learning>.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment** | **EPIBA** | **What?** | **Why?** | **Time**  **(min)** | **Example** |
| [Assessment for learning](http://thescienceteacher.co.uk/assessment/) should run throughout  *\*looking at student work*  *\**[*questioning*](http://thescienceteacher.co.uk/questioning-in-science/)  *\* mini-white boards*  *\**[*peer assessment*](http://thescienceteacher.co.uk/peer-assessment-in-science/)  [Assessment for learning](http://thescienceteacher.co.uk/assessment/) should run throughout  *\*looking at student work*  *\**[*questioning*](http://thescienceteacher.co.uk/questioning-in-science/)  *\* mini-white boards*  *\**[*peer assessment*](http://thescienceteacher.co.uk/peer-assessment-in-science/) | **E** | **Engage** (often the [Do it Now](http://thescienceteacher.co.uk/the-science-do-now/)) | Motivate students – provide them with an opportunity to succeed as soon as they enter the classroom and recap/consolidate key knowledge from the previous lesson. | 3-5 |  |
| [**Introduce learning objective**](http://thescienceteacher.co.uk/objectives-in-science-lessons/)–  [**Key words**](http://thescienceteacher.co.uk/literacy-for-science/)**:** | | | | |
| [**Knowledge outcomes**](http://thescienceteacher.co.uk/objectives-in-science-lessons/)**:** | | | [**Skills outcomes**](http://thescienceteacher.co.uk/scientific-skills/)**:** | |
| **P** | **P**rior learning check and set-up | Check [misconceptions](http://thescienceteacher.co.uk/misconceptions-in-science-education/) and assess [prior knowledge](http://thescienceteacher.co.uk/prior-knowledge/) so that the rest of the lesson can be pitched correctly. | 10 |  |
| **I** | **I**ntroduce new knowledge | Introduce new knowledge. Begin with a concrete idea or simple [context](http://thescienceteacher.co.uk/science-in-context/) so that you start from what your students already know. Modelling is important here. | 10 |  |
| **B** | **B**uild new content | Students have the opportunity **to practice** what they have learnt in the introduce section to consolidate learning and [develop understanding](http://thescienceteacher.co.uk/knoweldge-in-science/). | 15 |  |
| **A** | **A**pply new content | Students have the opportunity **to apply** what they have learnt to new situations. This will assess understanding and consolidate understanding. | 15 |  |