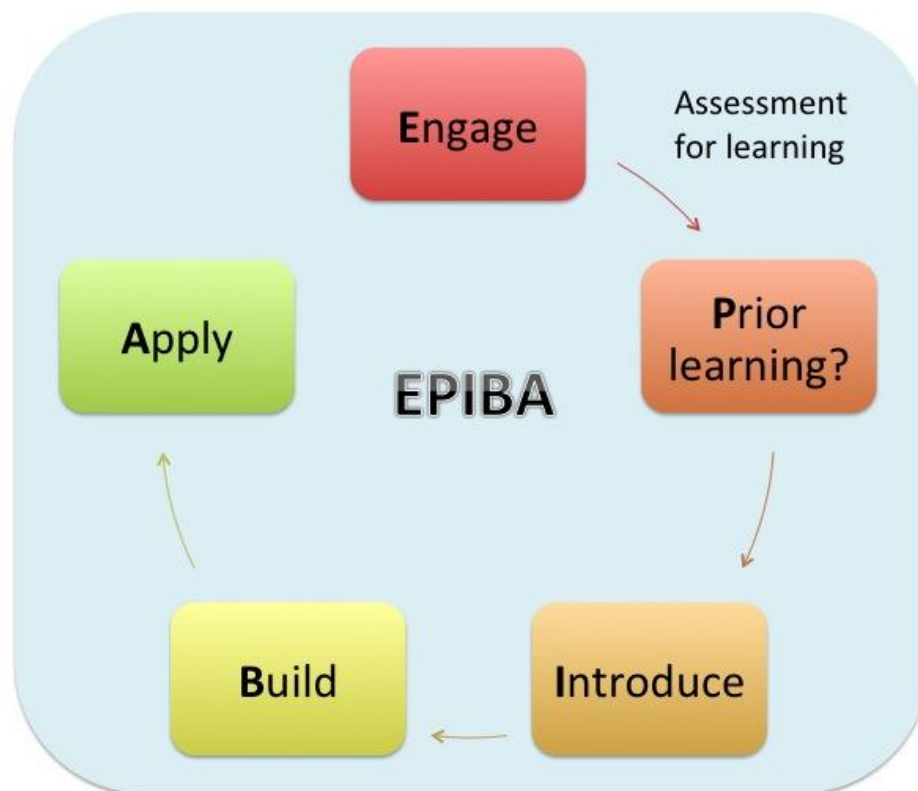


<b>Topic</b>	Planning science lessons – <b>blank template</b>	<b>Level</b>	Various
<b>Outcomes</b>	To provide a framework to support teachers to plan science lessons.		

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



**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
<u>Assessment for learning</u> should run throughout  <i>*looking at student work</i>  <i>*questioning</i>  <i>* mini-white boards</i>  <i>*peer assessment</i>	<b>E</b>	<b>Engage</b> (often the <u>Do it Now</u> )	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	
	<b><u>Introduce learning objective–</u></b>				
	<b><u>Key words:</u></b>				
	<b><u>Knowledge outcomes:</u></b>			<b><u>Skills outcomes:</u></b>	
	<b>P</b>	<b>Prior learning check and set-up</b>	Check <u>misconceptions</u> and assess <u>prior knowledge</u> so that the rest of the lesson can be pitched correctly.	10	

<u>Assessment for learning</u> should run throughout  <i>*looking at student work</i>  <i>*questioning</i>  <i>* mini-white boards</i>  <i>*peer assessment</i>	<b>I</b>	<b>Introduce new knowledge</b>	Introduce new knowledge. Begin with a concrete idea or simple <u>context</u> so that you start from what your students already know. Modelling is important here.	10	
	<b>B</b>	<b>Build new content</b>	Students have the opportunity <b>to practice</b> what they have learnt in the introduce section to consolidate learning and <u>develop understanding</u> .	15	
	<b>A</b>	<b>Apply new content</b>	Students have the opportunity <b>to apply</b> what they have learnt to new situations. This will assess understanding and consolidate understanding.	15	