

**SEDD Planner Overview 2020-2021**

Subject: **Science**

|  | <b>SEDD Session Planner Overview:</b>  | <b>Delivered by:</b>                                  | <b>Start time:</b>                        | <b>Finish time:</b>                        | <b>Venue:</b>                      | <b>Lunch arrangements:</b> | <b>Car parking arrangements</b> |
|--|--|---|---|--|------------------------------------|----------------------------|---------------------------------|
| <p><b>SEDD 7</b><br/>22 October</p>  | <p>National Curriculum &amp; Progression of skills<br/>                     SMART activities in Science<br/>                     Reference to core text for Science<br/>                     H &amp; S hazards and concerns<br/>                     How to deliver practical experiments<br/>                     Q &amp; A based upon experiments<br/>                     Delivery of experiments<br/>                     Creation of a word mat for your TP1 school.<br/>                     Begin to develop an awareness of the science curriculum in particular key scientific vocabulary and TP1 year group.<br/>                     Engaging with specific guidance in the National Curriculum including POS, EYFS documentation, core text and research TP1 school website and curriculum provision for Science.<br/>                     Complete a Primary Science Audit.<br/> <b>TBC – Pre-task for 2<sup>nd</sup> SEDD day:</b> research, plan and resource an activity for either EYFS, KS1 or KS2 using skills &amp; knowledge from SEDD 1, TP1 classroom practice and the STEAM mini placement.<br/>                     (TP2 placement developing classroom practice)</p> | <p>Neil Johnson<br/>SEDD lead</p>                     | <p>9.15am<br/><br/>1.30pm<br/>virtual</p> | <p>12.30pm<br/><br/>4.00pm<br/>virtual</p> | <p>The Academy at Shotton Hall</p> |                            |                                 |
| <p><b>TBC COVID adaptations</b><br/>STEAM<br/>Mini-Placement<br/>Day 1<br/>16 March<br/>2020</p> | <p>STEAM: Science, D &amp; T, Engineering, Art and Maths also including sports science and computer coding.<br/>                     Opportunities to plan their own experiment and evaluate the outcomes. Finally, presenting to the rest of the group what they did, learning opportunities, how they adapted their teaching and key vocabulary.<br/>                     Classroom practice.<br/>                     What is STEAM? Link to pre-reading and Science SEDD.<br/>                     Model and question trainees understanding.<br/>                     Progression of key skills.<br/>                     Participate in group activity; bridge building focus on key skills required and DT processes. Evaluate practice and product.<br/>                     Model and guided practice with a bank of activities, working in groups. Including set criteria and fair testing opportunities.</p>  | <p>Mandi Miles<br/>STEM lead<br/>SLT St Mary's RC</p> |   |  |                                    |                            |                                 |

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| <p>Day 2<br/>17 March<br/>2020</p>          | <p>Plan in groups an activity using knowledge and skills gained from day 1. Groups to plan for their TP2 year group placement where possible.<br/>Undertake the activity with a group of children.<br/>Group presentation and feedback from yesterday's task with the children.<br/>Homework</p>   | <p>Mandi Miles<br/>STEM lead<br/>SLT St Mary's<br/>RC</p>                     |               |               |  |  |  |
| <p><b>SEDD 16</b><br/>11 March<br/>2020</p> | <p>Share reflections and resources from pre-task activity.<br/>How are you intending to develop this further in TP2?<br/>KS planning – revisit sequence of learning and medium/long term planning.<br/>Map key skills from EYFS---KS1---KS2--KS3<br/>Look at barriers to learning in EYFS, Primary and KS3 misconceptions.<br/>Assessment and tracking in Science.</p> | <p>Neil Johnson<br/>SEDD lead<br/>And Ros<br/>Hutchinson<br/>Primary Lead</p> | <p>9.15am</p> | <p>4.15pm</p> | <p>The<br/>Academy at<br/>Shotton Hall</p> |  |  |