# DPSM/ESERO Framework for Inquiry

| Theme | Overall theme |
|---|---|
| Curriculum | **Strand:**<br>**Strand Unit:**<br>**Curriculum Objectives:**<br>**Skills Development:**<br>Use the DPSM Planning Guide to identify the strand/strand units and the appropriate curriculum/learning objectives that your pupils should achieve. |

## Engage

| The Trigger | Wondering | Exploring |
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| • Relating the new experience to the children<br>• Using objects (e.g. torch for simple circuits, sycamore seeds for spinners etc.)<br>• Play with toys, objects (e.g. magnets)<br>• Use DVD clips, digital images of the scientific phenomenon<br>• Story<br>• The mystery box<br>A mystery demonstration | • Discuss everyday experiences<br>• Concept mapping<br>• Concept cartoons<br>• Think and draw<br>• Question and answer session<br>• Free writing<br>• Brainstorming<br>• Manipulation of materials<br>• Newspaper article (fictional/actual)<br>• The science talk ball | • The Invitation to learn<br>• New experience presented to the children<br>• The children discuss this and try to provide explanation<br>• Teacher identifies children's 'alternative ideas'<br>• Children's questions about the exploration<br>• Provides them with opportunities to explore the phenomenon |

## Investigate

| Starter Question | Predicting | Conducting the Investigation | Sharing: Interpreting the data / results |
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| • Starter question for investigation<br>• Teacher or children pose the question/scenario/present the problem to be investigated | • Children record predictions and provide reasons for their predictions | • In groups the children design, plan and conduct inquiry<br>• Collect and organise data | • Children interpret and discuss their results<br>• Present their findings: Propose explanations and solutions based on the data<br>• Drawing conclusions |

## Take The Next Step

| Applying Learning | Making Connections | Thoughtful Actions |
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- Discuss implications of their findings e.g. bigger spinner falls more slowly than smaller one. Therefore if I was to jump out of a plane I would choose a bigger parachute as it would fall more slowly.
- Debating
- Making connections
- Apply their knowledge to a new learning situation.
  Consider how to extend their new understanding and skills - further exploration, address new questions.

| Reflection | |
|---|---|
| | • Did I meet my learning objectives?<br>• Are the children moving on with their science skills?<br>• Are there cross curriculum opportunities here?<br>• What questions worked very well?<br>• What questions didn't work well?<br>• Ask the children would they change anything or do anything differently. |