Learning stations

These are parallel activity options that participants can move between

Purpose:

Emphasise autonomy and agency (UDL engagement)

Encourage exploration and comparison

Model a flexible learning environment

Key features:

Multiple options available at once

Participants choose 1–2

Often more open-ended

Can involve movement (or virtual navigation)

Adapt the input (Representation)

Take dense science text (Y4 State of Matter):

Everything around us is made of matter. Matter comes in three forms: solids, liquids, and gases. In solids, like ice, the tiny pieces are packed tight and cannot move. In liquids, like water, the pieces have more room and can splash around. In gases, like steam, the pieces fly everywhere! When water warms up, it turns into an invisible gas and rises into the sky. This is called evaporation. When it cools down high in the air, it turns back into water drops to make clouds. This is called condensation

Turn it into:

- A diagram
- Digital story-telling
- Annotated visual
- A graphic organiser
- Physical action

Rethink the output (Expression) KS2

Given Task:

Write a conclusion about

(Y3) How does the distance between the shadow puppet and the screen affect the size of the shadow?

(Y5) How does the surface area of a parachute affect the time it takes to fall to the ground?

Turn it into:

- A 3- to 4-panel comic strip illustrating the experiment process and the final conclusion
- Act as a scientist being interviewed by a peer
- Record audio/video summary and upload

Rethink the output (Expression) EYFS

Given Task: What did you find out about?

Falling and floating

Shining a torch through different materials

What happens to ice when we hold it?

Turn it into:

- comic strip draw what you *did*, what you *saw*, what you *think*
- Puppet/soft toy asks what they found out
- Children decide on best answers together

Engagement redesign

Take a 'neutral' topic: (evaporation, evolution, dissolving)

Reframe it as

A 'real-world' problem

Student choice contexts

Curiosity hooks (e.g. 'what if?)

Examples on next slide

Engagement examples

How does weather change?

Real-world problem

A travel company wants to know the best month to send families to our town. Track and present the weather data to give them a recommendation.

Student choice context

Track the season through a nature journal / a class weather chart / photos of the same tree each week. Choose your format.

Curiosity hook

If winter and summer swapped over, would animals be confused?

What if there were no seasons at all?

Sound

Real-world problem

The school hall is too noisy during assemblies. Can you test materials and recommend how to reduce the echo?

Pupil choice

Investigate sound in music, gaming, animal communication, or sports.

Curiosity hook

What if sound travelled faster than light?

Barrier detective

Short pupil profile

(EAL, dyslexia, ADHD, high attainer)

Identify the likely barriers in a 'standard' science lesson

Now suggest some UDL adjustments at the design stage

Practical modifications

Look at a 'standard' practical task

Modify for

- Access (fine motor, language)
- Participation roles
- Reduced cognitive load

➢ Magnet testing

➢ How does temperature affect melting?

➢ Flower dissection