

Intent

In Science we seek to develop an excitement and curiosity about natural phenomena and the rapidly changing world we live in, for pupils of all ability, through our study of biology, chemistry and physics. We want to give our pupils as many hands-on opportunities as possible to observe, predict and explain, in well-equipped science lessons. Our aim is not only to teach scientific knowledge across the science curriculum but just as importantly scientific enquiry skills. We aim to develop an understanding of how scientific theories develop and change over time and introduce them to a diverse range of scientists. Our pupils learn how the science they are learning today might link in their future working lives.

Implementation

We follow the national curriculum in a well-mapped two year rolling programme, in years 1 to 6. The EYFS Understanding the World goals are covered in Science lessons, at Forest School and in morning learning. We teach Reception and KS1 together, Y3&4 and Y5&6 on a two year rolling cycle. Each science lesson has clear learning objectives and key vocabulary, which is explicitly taught. At the beginning of each unit the retention of prior learning is checked and recapped as necessary. Big questions are used to give all children the opportunity for deeper thinking, reflection and making links in their learning. In addition, we have whole school investigation days, STEM activities and science trips. There is a focus on the accurate use of scientific vocabulary, clear explanations of findings and analysis of causes. Cross curricular links are made, for example to English for comprehension and writing skills and maths for data handling. For pupils with specific needs who sometimes find it difficult to access the whole class teaching or to work productively in groups we use 'Science in my Pocket' activities developed by PSTT.

Impact

Scientific learning is enjoyed by teachers and pupils alike. Pupils ask interesting questions to extend their learning, which teachers pick up on and use to direct future planning. Staff have high expectations of what children are capable of and written work is well presented. Children use accurate scientific vocabulary to explain their thinking and learning. Knowledge and scientific skills are sequenced and built on to enable all groups of learners to make progress, form connections between scientific ideas and apply learning in new contexts. Children recall facts from previous learning and apply this in current learning.