Science

Intent

Science teaches an understanding of the world in which we live. By the time our children leave our school, we want them to be confident and curious whilst gaining knowledge and understanding, finding out why things happen the way they do. We hope our children gain the knowledge and skills that they can later apply in a scientific way, using lines of enquiry across the curriculum and in later life. Children build on prior knowledge and experiences, drawing upon these during lessons to make connections and links. Our children are encouraged to ask questions and discover answers using scientific skills gained. Children are exposed to a range of scientific vocabulary, which they are able to use in their thinking and reasoning. We hope that we inspire them to love science and carry this with them into further education and future career aspirations.

Implementation

Our curriculum intent is underpinned by the National Curriculum and the EYFS Framework. We follow a progressive curriculum, drawing upon prior knowledge and experiences.

Our children begin their science experience in the Early Years Foundation Stage, with informal investigations within the setting. Teachers facilitate children's curiosity with open ended questions and clearly thought out learning experiences which are both child led and adult led. Teachers model specific vocabulary and encourage the children to use it when describing what they know or what they have found out.

Following the EYFS, children continue to build on their science knowledge with more formal weekly science lessons where they are taught to use the following practical scientific methods, processes and skills: asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions and reporting on their findings to suggest possible reasons and conclusions. Each unit of work has key vocabulary, knowledge and skills. Teachers are responsible for planning, resourcing and differentiating weekly lessons appropriately following our progressive scheme from Focus Education.

Impact

Children enjoy scientific activities/investigations/lessons. They are inquisitive and begin to ask questions of their own. They use scientific vocabulary to describe what they know. Children gain the knowledge and skills that is planned for each unit of work/theme. Children are curious and are inspired about the world around them.

Class teachers evaluate the progress of children's knowledge and understanding across lessons and use this information to analyse how effectively children are achieving. Teachers use this information to adapt planning accordingly and address any gaps within children's knowledge.