



INTENT – we aim to...

Subject on a Page – Science

Aiming High in Faith, Love and Learning



Teach skills that progress from EYFS through to year 6.

Develop future scientists, who can find solutions to problems that our world faces.

Increase pupils' knowledge and understanding of the world.

Develop pupils' working scientifically skills by interweaving these in their learning.

Inspire excitement and curiosity in our pupils about the world around us.

Engage pupils in explorative activities to discover answers to 'big' questions.

Make science learning active, hands on and fun.



IMPLEMENTATION – How do we achieve our aims?

Planning: Science is planned using the National Curriculum, alongside progression maps, to ensure progression across the school from EYFS to Year 6. Children are taught the same topics in each phase; all children are given the opportunity to investigate (working scientifically) in each topic. All pupils have the opportunity of visits and visitors to bring their science learning to life; for example, visiting the Science Museum, Science Week visitors, animals in school. Outdoor learning is provided for all children where it fits.

Recording: Children can respond in a variety of ways. Children have a science book, and work can be recorded in writing, diagrams and photographs. Work is also recorded on videos. Children are not expected to record a plan, results seen during and a conclusion for any investigation. At some point in each year, focus is given to producing an investigation plan, recording results and writing a conclusion following an investigation, but not necessarily in one investigation. Responses can be oral, scribed for or written by the child.

Assessment: Children demonstrate their ability in science in a variety of different ways. Teachers will assess children's work by making informal judgments during lessons, through questioning, discussion and observation as well as looking at any written work. Children are also encouraged to assess their own learning and make judgments about how they can move their learning forward by referring to header pages and sticky knowledge expectations. A summative assessment of 'met' or 'not yet met' is made at the end of each unit.

Vocabulary: Developing the use of the correct vocabulary in science is crucial and so key are identified and communicated for each unit of learning. These words are introduced as part of the 7-part lesson structure as they arise. Understanding of this vocabulary is then used to assess knowledge and enables pupils to express and communicate their understanding clearly and effectively. Key vocabulary is included in the topic mats provided for each unit taught across the school.

EYFS: Our children's journey in science starts in EYFS which is why our progression document begins here. Science at Foundation Stage is covered in the 'Understanding the World' area of the EYFS Curriculum. It is introduced through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.

Lesson Structure: Science lessons follow the Christ Church 7-part lesson structure. Each lesson begins with a recap activity using the Bronze, silver gold format. One of these will be used as starter over the course of each topic: concept map, odd one out, sometimes/always/never, zoom in/out, big question. There will be a LP stem sentence for discussion opportunity included in every lesson. The plenary in each lesson will include opportunities for children to revise earlier responses or extend their learning further through 'what if' questions.

SEND: Because the majority of lessons are hands on, vulnerable and SEND children get to experience a range of activities, supported by their adults and peers, which extend their experience and understanding of the world around them. Where these objectives simply cannot be accessed, teachers are able to look at earlier related objectives within the progression document and provide alternative activities at an appropriate challenge level for these children.



IMPACT – How do we know if we've achieved our aims?

Evidence shows progression in science learning through the school.

Children can question ideas and reflect on what they have learned.

Children can draw conclusions following investigations.

Children are equipped with scientific skills and knowledge, ready for life beyond school.

Children can make predictions, suggest their own hypotheses and methods of investigation.

Children understand how to make a test fair, and why this is important.

Children can articulate their understanding of scientific concepts using scientific language.