

## Curriculum Statement for Science at Earley St Peter's CE Primary School



### Intent

Science at Earley St Peter's seeks to build upon the natural curiosity of our pupils, whether through well planned practical lessons in the classroom or our annual science days to give them good foundations. We seek to give our pupils a thorough knowledge of the units of work they have covered as well as the skill of thinking scientifically. We encourage our pupils to think scientifically by carrying out investigations, drawing conclusions, evaluating their findings and refining their ideas. We encourage perseverance in our pupils in the face of unexpected outcomes.

### Implementation

The school follows a rich and varied science curriculum with opportunities to classify, research, compare, pattern seek and to make observations over time. In nursery and reception classes, science forms part of the everyday lives of our pupils. During typical activities, children build up an understanding of the world around them and how it works through hands-on experiences e.g. by working in the sand and water trays. In key stages 1 and 2, children cover units of work that provide a deeper knowledge and understanding of the world around them. Units of work include Animals and Humans, Electricity, Forces, Earth and Space to name but a few. We aim to use the outdoor environment and local area to help deliver lessons where appropriate.

At our school, our curriculum design provides many opportunities for practical lessons. The children are exposed to a wide variety of topics that support their natural curiosity. Our curriculum aims to broaden the children's scientific view of the world around them whilst promoting a love of enquiry and a desire to investigate new things. Our Knowledge Organisers help develop a broad knowledge



**Kindness**



**Honesty**



**Service**



**Forgiveness**



**Respect**

base. Children are encouraged to study different scientists including those from cultures that reflect the diverse school population.

'Working Scientifically' is described separately at the beginning of the programme of study but is always taught through the science content in the programme of study. This provides a clear and structured progression of skills. Pupils should be able to read, spell and understand scientific vocabulary including both Tier 2 and Tier 3 vocabulary.

### **Impact**

Children are stimulated through engaging lessons that provide a wide range of opportunities for dialogue, collaboration and exploration that develop their natural curiosity. Our popular science days allow children and staff to explore science within a wider context and to give experiences that may not be available at home. By the end of Year 6, children are equipped with the scientific knowledge and scientific skills to begin secondary school science with confidence.

### **Assessment**

Assessments of the children's knowledge and understanding will be ongoing throughout the year. Assessment will include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning Science will be reported to parents/carers in a written annual report.

We use retrieval activities such as low-stakes tests to help reinforce previous learning and to firmly embed the knowledge in the children's long-term memories.

Written by Mr Coupe

Subject Leader for Science



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