

**Impact – Science**

Children talk confidently about their learning in science using appropriate and technical vocabulary

Children make links between science and the Christian values of our school

**Implementation – Science**

Follow a clearly sequenced and progressive program of study based on the National Curriculum objectives

Science and scientific discoveries are valued and links are made with children's personal experiences

High quality teaching that is appropriately pitched to individual children

Peer support is utilised well to consolidate individual learning and deepen children's understanding

**Intent – Science**

- Provide the opportunity for all children to have the skills required to be a scientist and to work scientifically
- Encourage children to develop a curiosity and interest in science
- Allow children to critically engage with science, providing opportunities to think independently, question, investigate and discover
- Allow children to develop their skills in problem solving
- Enable children to find links between scientific technologies
- Enable children to understand the history of science and the impact of scientists and their scientific discoveries on our world
- Widen children's knowledge and use of scientific vocabulary
- Enable children to develop scientific knowledge and conceptual understanding
- Equip children with the scientific knowledge required to understand the uses and implications of science, today and for the future
- Enable children to develop an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them



Work scientifically by: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources

Children develop a range of scientific skills: think independently, raise questions about working scientifically, carry out scientific investigations, use written and verbal explanations, solve challenging problems, report scientific findings, undertake practical work, find links between scientific technologies, use scientific vocabulary

Support is provided to help structure thinking, e.g. writing frames/templates

Seek answers to questions through collecting, analysing and presenting data

Apply mathematical knowledge to their understanding of science, including collecting, presenting and analysing data

Read, spell and pronounce scientific vocabulary accurately – using a Word Aware approach

Enrichment opportunities such as visitors to school who demonstrate scientific concepts through motivating activities

Building cultural capital of all individuals through visits to places of scientific interest and discovery where appropriate

Succinct assessment based on key milestones supported by the Chris Quigley Essentials Curriculum which ensures learning is well pitched and matched to individual children's needs

Children read, spell and pronounce scientific vocabulary accurately

Children have an understanding of the history of scientific discovery and significant scientists, and how they have made an impact on our world

Outcomes at the end of each unit of study show progress in science

Children demonstrate an interest or appreciation of science and talk confidently about a range of scientists and scientific discoveries

Children enjoy science lessons and are confident to demonstrate and discuss their learning with others

Children are prepared for the next stage of their scientific learning

Children confidently apply their scientific knowledge to other areas of learning as well as to the world around them