

Aims and Purpose:

Vision: We aim to stimulate our pupils' interest and curiosity about their surroundings, creating and fostering a sense of wonder about the world and the implications of Science.

Intent: Our Science curriculum intends to: -

- *Inspire children to be inquisitive, curious and knowledgeable about the world around them.*
- *Develop learners who are able to apply their scientific knowledge when investigating.*
- *Develop learners who are able to build arguments and explain key concepts.*
- *Teach children to be considerate of the uses and implications of science both today and in the future*

Key themes

Biology
Chemistry
Physics
Experiment
Practice
Discussion
Knowledge
Scientific enquiry



Science at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

- *Teachers use a 2-year cycle to ensure curriculum coverage in mixed year group classes.*
- *This also ensures that the topics build on previous learning where possible and are sequenced to develop skills and knowledge.*
- *Progression documents guide the learning.*
- *We also use key themes which run through the topics and are consequently revisited.*
- *Teachers also have Key knowledge documents which are working documents and modified over time to add or delete knowledge statements to develop and improve the education.*
- *Planning is led by White Rose scheme and includes practical ideas to ensure the Working Scientifically element of the National Curriculum is a priority.*
- *White Rose planning includes small steps with notes and guidance, key questions and national curriculum links to ensure coverage.*
- *Planning highlights vocabulary, practical ideas, factual knowledge for key learning points. Equipment is also listed for clarity.*
- *All planning identifies areas for discussion and likely misconceptions that the children may present with.*
- *Built in, are sustainability lessons which relate to sustain the planet.*

EYFS:

The following areas of learning are most relevant:

- *Understanding the world - the natural world e.g. understanding some changes in the natural world around e.g. seasons and changes of state, make observations and draw pictures of plants and animals.*
- *Personal, social and emotional development – Managing self – e.g. healthy food choices.*
- *Communication and language – Listening, attention and understanding e.g. ask questions to clarify their understanding.*

Assessment

- *Teachers use the themes across the year groups to make links and secure knowledge.*
- *They will use targeted questioning to embed learning and establish depth of knowledge.*
- *Teachers use retrievals quizzes and end of unit tests to make judgements.*
- *Scores and teacher assessment for end of unit quizzes are stored on G Drive.*
- *Marking and feedback is clear in books to show AFL.*
- *Subject lead will talk to children about their views on the subject as well as check understanding / learning.*
- *Subject lead will talk with teaching staff for their views.*
- *Foundation Stage spreadsheet on Staff Drive will inform subject lead of progress.*
- *During Coordinator Days and Gov monitoring, subject lead will look at planning coverage, books and sample teaching (where possible) in lessons.*

SEND

Transitions from whole-class to group or independent work, and back, is clearly signalled. Use open-ended questions to ensure all children have opportunities to answer. Give immediate verbal feedback to ensure that children keep the pace of the lesson. Provide low arousal areas to minimise distraction and maximise learning. Use mnemonics to help remember order of things. Use of ICT to make learning go more efficiently.

Challenge

Enable children to explore creative ideas. Encourage deeper thinking and research