



SCIENCE CURRICULUM STATEMENT

"Research is to see what everybody else has seen, and to think what nobody else has thought."

Albert Szent-Györgyi

INTENT <i>What will take place prior to classroom teaching?</i>	IMPLEMENTATION <i>What will our science provision look like in the classroom?</i>	IMPACT <i>What will be achieved as a result of our science curriculum teaching?</i>
<p>The senior leadership team will:</p> <ul style="list-style-type: none"> • lead the school staff to develop a clear progressive curriculum which drives the ongoing development and improvement science teaching provision. • ensure that the curriculum leader has appropriate time to develop and monitor the provision of the science curriculum throughout the school. • provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching and learning provision in Science:</p> <ul style="list-style-type: none"> • Links to previously taught skills within the science area of study ready to build on these. • Provides opportunity to explore and investigate whilst giving the children the knowledge and information linked to their work. • Specifies key vocabulary to be used and its meaning. 	<p>Our children will have:</p> <ul style="list-style-type: none"> • A developed understanding of scientific knowledge and skills of children at an age appropriate level throughout the school. • A secure understanding of the key techniques and vocabulary used for each key area of the science curriculum. • Confidence in discussing science knowledge and understanding, their own work and in identifying their own strengths and areas for development.
<p>The science subject leader will:</p> <ul style="list-style-type: none"> • understand and articulate the expectations of the curriculum to support teaching and classroom support staff in the delivery. • ensure an appropriate progression of scientific skills and knowledge is in place over time so that pupils are supported to be the best that they can be, and guide teachers in providing support for children where necessary and extend the most able. • ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. 	<p>The broad and balanced curriculum ensures that pupils are:</p> <ul style="list-style-type: none"> • Engaged and excited in their scientific learning • Able to make careful observations during practical work, question what has happened and take ideas further through their own investigations, linking this to theoretical knowledge. • Resilient when an idea does not work in order to refine ideas, try again and ask interpretative questions. • Able to apply scientific knowledge to what they have discovered and build on this knowledge over a period of time. 	<p>Pupils will be:</p> <ul style="list-style-type: none"> • Independent thinkers, able to question what has happened and take ideas further through their own investigations. • Resilient in discovering that when an idea does not work to try again or question why it didn't work. • Able to apply acquired scientific knowledge to what they have discovered and build on this knowledge over a period of time. • Confident in sharing their knowledge and understanding in all areas of the Primary National Curriculum for Science (Key Stage 1 and Key Stage 2). • Apply to apply the scientific knowledge that they have acquired in their studies, using this to plan and participate in practical investigative work, and draw conclusions from their own findings. • Able to evaluate the accuracy and reliability of their own work, making suggestions for improvements.
<p>The class teacher will:</p> <ul style="list-style-type: none"> • create a long-term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • ensure confidence in their own subject knowledge and skills prior to teaching. • ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. 		<p>The science subject leader will:</p> <ul style="list-style-type: none"> • collate appropriate evidence over time which evidences that pupils know more and remember more • monitor the standards in the subject to ensure the outcomes are at expected levels • provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of this development.