

Aim

We aim to teach science in ways that are imaginative, purposeful, well managed and enjoyable, giving clear and accurate teacher explanations and offering skilful questioning.

We aim to ensure cross curricular links are made between science and other subjects wherever possible.

Our science teaching is designed to:

- * Prepare our children for life in an increasingly scientific and technological world.
- * Promote concern about and promoting active care for our environment.
- * Helping our children acquire a growing understanding of scientific ideas.
- * Helping develop and extend our children's scientific concept of their world.

Fritchley CofE (Aided) Primary and Nursery School



SCIENCE

Curriculum

- * National Curriculum programme of study.
- * Early Years Framework (mostly found in Understanding the World).
- * PLAN is used as the foundation of planning from EYFS to Yr6.
- * 2 year rolling programmes ensuring that repeated topics are built upon Y1-Yr6.
- * EYFS 2 Year rolling programme to ensure objectives are embedded and covered for all children.

Implementation

- * Pupil centred approach: pre-learning knowledge and questions.
- * Variation: e.g. investigations, research, written work.
- * Individual, pair and group activities.
- * Use of knowledge organisers.

Substantive: Progression

- * Use of PLAN to ensure progression across the school curriculum – from Nursery to Yr6.
- * Use pre-learning and revision tasks to ensure planning and progression is well matched to abilities and knowledge.
- * Progressive investigation and enquiry format for KS1 - UKS2.

Substantive: Assessment Opportunities

- * Pre-learning – What We Know.
- * Regular revision of prior learning e.g. flashbacks.
- * Regular revision and consolidation of sticky knowledge.
- * Formative assessment throughout sessions.
- * Assessment feeds into planning.
- * End of unit – What We Have Learned.
- * Use of PLAN and PSTT to suggest assessment opportunities.
- * Use of National Curriculum Exemplification, PLAN and PSTT to help inform assessment judgements

Disciplinary: Working Scientifically

Teach, incorporate and encourage enquiry skills.

Asking questions

Asking questions that can be answered using a scientific enquiry.



Making predictions

Using prior knowledge to suggest what will happen in an enquiry.



Setting up tests

Deciding on the method and equipment to use to carry out an enquiry.



Observing and measuring

Using senses and measuring equipment to make observations about the enquiry.



Recording data

Using tables, drawings and other means to note observations and measurements.



Interpreting and communicating results

Using information from the data to say what you found out.



Evaluating

Reflecting on the success of the enquiry approach and identifying further questions for enquiry.



Enquiry Types

Plan, teach and encourage the range of enquiries across KS1 and KS2
Whole school consistency of symbols and language.

	Comparative
	Identify and Classify
	Observation Over Time
	Pattern Seeking
	Research

SEND Personalised Provision

Pupils with a high level of special needs receive individual provision, set out in a personalised provision map. Their needs have been thoroughly discussed and agreed with the SENDCo. In many cases, the children will be able to access part of the class learning. However, those children will have smaller steps of specific, targeted learning.

