

Curriculum Statement for Science

Intent

At Milton Ernest C of E Primary School, we recognise the importance of science in our everyday lives. We believe that science teaching is essential for the development of children's curiosity and understanding of the world around them, respect for the living and non-living and how science is used in the real world. Where possible, we aim to provide a practical curriculum that supports the development and progression of scientific skills and enquiry, subject knowledge and vocabulary through the specific disciplines of biology, chemistry and physics. We intend to provide all children, regardless of ethnic origin, gender, class, aptitude or disability, with a broad and balanced curriculum and aim to instil a lifelong love of science learning.

Implementation

We will provide:

- ☐ Science lessons taught weekly as a discreet subject from KS1 onwards and through understanding of the world in foundation stage. Links to other curriculum areas where possible.
- ☐ A clear and comprehensive scheme of work in line with the National Curriculum and the school's skills progression where teaching and learning build on prior experiences and show progression across all key stages within the strands of Science.
- ☐ Opportunities to develop and apply scientific vocabulary throughout all schemes of work
- ☐ As many practical, skill based lessons as possible to develop scientific enquiry skills and apply scientific knowledge.
- ☐ Greater independence in KS2 science enquiry through the use of planning boards
- ☐ Scientific skill tracking and knowledge assessments that clearly show progression through the school
- ☐ End of unit assessments to track pupil progress and inform the coordinator of science within the school
- ☐ A well equipped and resourced science curriculum to fully implement the schemes of work in all key stages.
- ☐ Science days to foster a love of science and further develop children's knowledge skills and curiosity.
- ☐ A school garden and pond for first hand experiences of living things and habitats.
- ☐ Class gardening beds for first hand development of plants knowledge, respect for living things and science in the real world.
- ☐ Visits and visitors to enrich the science curriculum and learning
- ☐ Time for the co-ordinator to monitor planning, books and teaching and learning which is fed back as part of professional development
- ☐ When available, teachers attend CPD to develop confidence, skills and knowledge
- ☐ The high quality science we were awarded the PSQM silver award for

Impact

- ☐ Children enjoy and talk enthusiastically about science. They are keen to engage in practical scientific enquiry and develop their knowledge further.
- ☐ There is a clear progression of subject knowledge and scientific skills which is shown in teacher planning, assessment and pupil's work
- ☐ Children reinforce, develop and progress their scientific skills at all stages with KS2 becoming more independent and confident with planning and conducting scientific enquiry and concluding their findings
- ☐ Pupils work collaboratively with others
- ☐ Children understand and use scientific vocabulary in their talk and work
- ☐ Pupils use scientific equipment and apparatus with confidence
- ☐ The progressive schemes and long term plan enable pupils to revisit, reinforce and then progress their learning
- ☐ Our intention is for all our pupils to reach age related expectations and the school's skill tracking targets by the end of each key stage/phase
- ☐ Pupil's knowledge and skills are reinforced and deepened through visits, visitors, Science Days and first hand experiences in the school environment
- ☐ Pupils show respect for the environment and living things
- ☐ Teachers are aware of the vision for science and apply this in their planning and teaching
- ☐ The science co-ordinator is aware of the science teaching and learning within the school.
- ☐ PSQM Silver award criteria will be maintained