All things are possible for those who believe. (Mark 9:23)

Learning together we grow in faith.

Curriculum Statement –Science

Intent

At Little Heaton CE Primary School, we believe that all children are little scientists who have natural, enquiring minds. We foster their enthusiasm for learning by encouraging questioning and testing of theories to help them have a better understanding about the world in which they live at present and how they may affect the world of their future. Weaving through all of our science teaching is a commitment to enhancing and promoting our core Christian values of perseverance, wisdom and responsibility..

Implementation

We have created a Science curriculum which follows the National Curriculum and is:

- coherently planned and sequenced so that learners gain the optimum knowledge for each domain
- knowledge and skills based for future learning and employment
- relevant to the world around them
- promoting a positive attitude to the learning of science

Children in the Reception develop an enquiring mind through many opportunities to explore the world around them through carefully planned opportunities as part of the Knowledge and Understanding of the World aspects of the EYFS curriculum

Teachers create a positive, enthusiastic attitude to scientific learning in their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in their work. Our whole school approach to the teaching and learning of science involves:

- Teaching from the Science 'Long Term Plan' which clearly shows whole school prior, current and subsequent learning, ensuring progression of knowledge, skills and vocabulary across each strand.

- Use of The Association for Science Education Planning Matrices (ASE) assessment document for Medium Term Plans which demonstrate how learning objectives are to be met using a wide variety of teaching and learning styles

- Developing 'Working Scientifically' through the 5 types of enquiry (research, observation over time, pattern seeking, identifying and classifying, comparative tests/fair testing) using relevant practical tasks and activities.

- Teachers finding opportunities to develop children's understanding of the world around them by accessing outdoor learning in the school grounds and local/commutable areas.

- Children demonstrating their understanding of objectives by written, verbal and practical assessment. Teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

- Frequent reference to topic 'Knowledge Organisers' where prior and current learning objectives, key vocabulary and connected scientists are promoted to children.

- Allowing children to discuss careers with STEM at the school's 'Aspirations week'

Impact

Children will achieve age related expectations, and above, at the end of their cohort year.

Our engagement with the local environment ensures that children learn through varied and first hand experiences of the world around them which can be promoted to family members' thus encouraging extended talk and investigations, outside school lessons.

Children see the relevance of science in all subject areas and the world around them.

Children aspire to careers that can be fostered through studying this domain.