



Charles Saer Community Primary School

Science Policy

Intent

To support our whole school curriculum intent in Science, we aim to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.

At Charles Saer Community Primary School, children are encouraged to develop and use a range of skills including observations, planning and investigations, as well as being encouraged to question the world around them and become independent learners in exploring possible answers for their scientific based questions. We ensure that Working Scientifically skills are built on and developed throughout children's time at school so that they can apply their knowledge of Science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

We want our children to have a broad vocabulary and we work hard to narrow the vocabulary gap. Scientific language is to be taught and built upon as topics are revisited in different year groups across key stages. In every classroom, ten new words are introduced and displayed each week, which often link to their current Science topic. Children become confident in using this new vocabulary and these words are then revisited throughout their time at school.

The staff at Charles Saer Community Primary School ensure that all children are exposed to high quality teaching and learning experiences, which allow children to explore their outdoor environment and locality, thus developing their scientific and investigation skills. We believe that first hand experiences are crucial in developing the whole child and children are offered a wide range of extra curricular activities, visits, trips and visitors to complement and broaden the Science curriculum. These are purposeful and link with the knowledge being taught in class. Children gain a lot from these experiences and they develop a sense of pride in self, school and community. Our Science curriculum enables children to develop their skills of cooperation and commitment through working with others, and to encourage where possible, ways for children to explore Science in forms which are relevant and meaningful to them.

Implementation

At Charles Saer Community Primary School, we have developed a creative approach to our curriculum using 'Curriculum Maestro' units over a two-year cycle. Through this, Science is taught either as a cross-curricular link or as a focus topic, following the National Curriculum (2014) programmes of study.

Planning for Science is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Science 2014' and 'Understanding of the World' in the Early Years Foundation Stage. Science teaching at Charles Saer Community Primary School involves adapting and extending the curriculum to match all pupils' needs. Where possible, Science is linked to class topics. Science is taught as discrete units and lessons where needed to ensure coverage.

In ensuring high standards of teaching and learning in Science, we implement a curriculum that is progressive throughout the whole school.

In **Early Years and Nursery**, continuous provision is carefully planned to ensure a variety of scientific activities are available for children to access freely. These activities encourage the learning of Science in a child led environment, where teachers and teaching assistants model and use questioning to encourage children to explore scientific concepts. Scientific language is modelled to children in order to encourage discussion during play and through the use of books and rhymes.

In **Key Stage One** and **Key Stage Two**, lessons give children ample opportunity to explore and embed their scientific skills, using practical resources to support their learning.

We ensure that all children are provided with rich learning experiences that aim to:

- prepare our children for life in an increasingly scientific and technological world today and in the future
- help our children acquire a growing understanding of the nature, processes and methods of scientific ideas
- help develop and extend our children's scientific concept of their world
- build on our children's natural curiosity and developing a scientific approach to problems
- encouraging open-mindedness, self-assessment, perseverance and developing the skills of investigation – including: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating
- develop the use of scientific language, recording and techniques
- develop the use of computing in investigating and recording
- make links between science and other subjects.

We want every child to see themselves as a scientist and never stop being amazed by the wonders our world has to offer; to carry on asking questions and explore the possibilities open to them.

Curriculum map

At Charles Saer Community Primary School, we have mixed age classes, so we have developed a two-year cycle to ensure full coverage across the school.

Science - Whole School Overview

Cycle A						
2019/2020						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1/2	Animals, including humans (Year 1 and Year 2)	Animals, including humans (Year 1)	Animals, including humans (Year 1)	Science Day Everyday materials (Year 1) Uses of everyday materials (Year 2)	No science taught	Plants (Year 2)
Years 3/4	Animals, including humans (Year 3 and 4)	Living things and their habitats (Year 4)	Animals, including humans (Year 3)	Science Day	Sound	Light (Year 3)
Years 5/6	Living things and their habitats (year 5 and 6) Animals, including humans (Year 6)	Forces and magnets (Year 5)	No science taught	Science Day Earth and space (Year 5) Light (Year 6)	No science taught	No science taught
Cycle B						
2020/2021						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1/2	Plants (Year 1)	No science taught	Animals, including humans (Year 2)	Science Day	No science taught	Living things and their habitats (Year 2)
Years 3/4	Plants (Year 3)	Animals, including humans	Rocks (Year 3)	Science Day	No science taught	States of matter (Year 4) Forces and magnets (Year 3) Electricity (Year 4)
Years 5/6	Evolution and inheritance (Year 6)	Evolution and inheritance (Year 6)	Electricity (Year 6)	Properties and changes of materials (Year 5)	No science taught	No science taught

Seasonal change (Year 1) - Taught across all four seasons.

Forces (Year 5) - mechanisms to be taught on science day

Progression of skills

The progression documents below (National Curriculum Programmes of Study and Working Scientifically skills) have been designed to show how and when we will cover all of the relevant Science knowledge and skills across our school. These statements are taken directly from the National Curriculum (2014). The context in which the outlined skills are taught is left to the discretion of the teachers, where possible trying to match the content of their unit to their year groups' topic.



Science NC Programmes of Study - Progression of Skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p><u>The World (30-50m)</u></p> <p>Can I develop an understanding of growth, decay and changes over time? Can I show care and concern for living things and the environment? Can I talk about some of the things I have observed such as <u>plants</u>, animals, natural and found objects?</p>	<p><u>The World (40-60m)</u></p> <p>Looks closely at similarities, differences, patterns and change.</p> <p><u>The World - ELG</u></p> <p>Can I make observations of animals and <u>plants</u> and explain why some things occur, and talk about changes?</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			
Animals, including humans	<p><u>The World (30-50m)</u></p> <p>Can I develop an understanding of growth, decay and changes over time? Can I show care and concern for living things and the environment? Can I talk about some of the things I have observed such as <u>plants, animals</u>, natural and found objects?</p>	<p><u>The World (40-60m)</u></p> <p>Looks closely at similarities, differences, patterns and change.</p> <p><u>The World - ELG</u></p> <p>Can I make observations of <u>animals</u> and plants and explain why some things occur, and talk about changes?</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Describe the changes as humans develop to old age.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>
Everyday materials		<p><u>The World - ELG</u></p> <p>Children know about similarities and differences in relation to places, objects, <u>materials</u> and living things.</p>	<p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for <u>particular uses</u>. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>				
Seasonal Changes	<p><u>The World - (40-60m)</u></p> <p>Can I look closely at similarities, differences, patterns and change?</p>	<p><u>The World - ELG</u></p> <p>Can I talk about the features of my own immediate environment and how environments might vary from one another?</p>	<p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>					
Living things and their habitats	<p><u>The World (30-50m)</u></p> <p>Can I show care and concern for living things and the environment?</p>	<p><u>The World (40-60m)</u></p> <p>Looks closely at similarities, differences, patterns and change.</p> <p><u>The World - ELG</u></p> <p>Children know about similarities and differences in relation to places,</p>		<p>Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants,</p>		<p>Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific</p>

		objects, materials and <u>living things</u> .		and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		can sometimes pose dangers to living things.		characteristics.
Rocks					Compare and group together different kinds of rocks <u>on the basis of</u> their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.			
Light					Recognise that they need light <u>in order to</u> see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.			Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Forces and magnets					Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials <u>on the basis of</u> whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.		Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
States of matter					Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			

Sound						<p>Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	
Electricity						<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify <u>whether or not</u> a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with <u>whether or not</u> a lamp</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
						<p>lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
Properties and changes of materials						<p>Compare and group together everyday materials <u>on the basis of</u> their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the <u>particular uses</u> of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some</p>	

							changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Earth and Space							Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	
Evolution and inheritance								Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.



Science NC 'Working Scientifically' - Progression of Skills

	Year 1/2	Year 3/4	Year 5/6
Asking Questions	Pupils should be taught to: <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. 	Pupils should be taught to: <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. 	Pupils should be taught to: <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables when necessary.
Measuring and Recording	Pupils should be taught to: <ul style="list-style-type: none"> Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions. 	Pupils should be taught to: <ul style="list-style-type: none"> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Gather, record, classify and present data in a variety of ways to help in answering questions. 	Pupils should be taught to: <ul style="list-style-type: none"> Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Concluding	Pupils should be taught to: <ul style="list-style-type: none"> Identify and classify. Use their observations and ideas to suggest answers to questions. 	Pupils should be taught to: <ul style="list-style-type: none"> Identify differences, similarities or changes related to simple scientific ideas and processes. Report on findings from enquiries, including oral and written explanations, displays or presentations or results and conclusions. Use straightforward scientific evidence to answer questions or to support their findings. 	Pupils should be taught to: <ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trusts in results, in oral and written forms such as displays and other presentations.
Evaluating		Pupils should be taught to: <ul style="list-style-type: none"> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	Pupils should be taught to: <ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests.

Themed days

At Charles Saer Community Primary School, we teach Science creatively, using 'Curriculum Maestro' units. Through this, Science is taught either as a cross-curricular link or as a focus topic, following the National Curriculum (2014) programmes of study. We believe that topic based learning makes learning purposeful and relevant for our children, which in turn increases motivation and enjoyment of learning. We introduce each topic with a 'WOW' moment/day to hook the children. This could be going on a visit, inviting a visitor into our school, using the school grounds to discover dinosaur eggs and footprints etc.; our aim is to inspire our children and make them curious about their future topic.

If a topic is heavily Science based, Science lessons could be blocked and children might spend 6 hours per week learning Science for that half term. If a topic is heavily art or history based, for example, children might not learn Science that half term. Over the course of the 2 year cycle, children will cover all skills outlined in the National Curriculum (2014).

Every year, the whole school takes part in Science Day, along with other primary and high schools in Fleetwood. Science Leaders from all Fleetwood primary schools and Fleetwood High school meet regularly to plan Science Day; it is on the same day across all schools and the activities follow the same theme (STEM related). Our former Charles Saer pupils who are now at Fleetwood High School spend Science Day with us to support our pupils.

Assessment

Assessment of pupils achievement within a Science topic is ongoing and carried out both formally and informally. Assessment techniques in Science may include: observations of pupils work/questioning, pupils discussions or oral presentations of their work, pupils written, pictorial or graphical work and structured worksheets.

Throughout the year, teachers will assess whether children are working at/ above or below the expected level in Science for their age based on their understanding and application of the content of the National Curriculum (2014). Progress and attainment is reported to parents through parents evenings and end of year reports.

Curriculum

EYFS (EYFS Curriculum)

The Foundation Stage deliver Science content through the 'Understanding of the World' strand of the EYFS curriculum. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. They are assessed according to the Development Matters attainment targets.

Key Stage One (National Curriculum 2014)

The principal focus of Science teaching in Key Stage One is to enable pupils' to experience and observe phenomena, looking more closely at the natural and humanly-

constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about Science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

Lower Key Stage Two (National Curriculum 2014)

The principal focus of Science teaching in lower Key Stage Two is to enable pupils' to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Upper Key Stage Two (National Curriculum 2014)

The principal focus of Science teaching in upper Key Stage Two is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper Key Stage Two, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils' should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Teaching and Learning

We use a variety of teaching and learning styles in Science lessons. Within our school, Science is taught by individual class teachers, and takes place within the classroom, outdoor areas or on the playground/field. A variety of teaching methods are employed as appropriate, and Science regularly involves the children working practically either in small groups or whole class activities. Teaching methods are wide ranging and include whole class teaching, experimental learning, discovery methods, problem solving, open ended investigations, or a mixture of these.

Most of the learning about Science is done through the use of first-hand practical experiences, but we also use appropriate secondary sources, such as books, photographs and videos.

Special needs provision

At our school we teach Science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Science teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against 'expected' levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable pupils to have access to the full range of activities involved in learning Science. Where children are to participate in activities outside the class, we carry out a risk assessment prior to the activity to ensure that it is safe and appropriate for all pupils.

Equal opportunities

All children have equal access to the Science curriculum and its associated practical activities. All staff at Charles Saer Community Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Work is differentiated and more able pupils will be given suitably challenged activities.

Health and safety

Children will be taught to use scientific equipment safely when using it during practical activities, this will be taught from a young age. Class teachers and teaching assistants will check equipment regularly and report any damage to the science subject leader, taking defective equipment out of action.

A risk assessment will be made, as part of the planning process, before any potentially dangerous scientific activity is undertaken.

Pupils must be aware of the need for personal safety and the safety of others during Science lessons,

British Values and SMSC

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Science also raises many moral and social questions, e.g. pollution. Children are given the chance to reflect on the way people care for the planet and how science can contribute to the way we manage the Earth's resources. Science teaches children about the reasons why people are different, by developing children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

Links with PSHE

Science makes a significant contribution to the teaching of PSHE. Firstly, the subject matter, primarily ourselves and growth enhances children's awareness of how bodies change and how to maintain a healthy lifestyle. P.E can also be linked in closely with science. Matters of citizenship and social welfare are raised when children study recycling and how environments are changed for better or worse. Opportunities to take part in debate and discussions are also available.

Homework

Parents and carers are involved with supporting their children with topic-based homework. Science homework tasks are well communicated and have a clear purpose, often providing children with the means to research and explore a topic to support their classroom work. At the end of each topic, children display their work and parents are invited in to celebrate their achievements.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in Science is the responsibility of the Science subject leader. The work of the Science subject leader also involves supporting colleagues in the teaching of Science, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

We aim to ensure that all pupils will:

- enjoy Science and are enthusiastic about Science within our school
- become increasingly independent in Science, selecting their own tools and materials, completing pupil lead investigations and choosing their own strategies for recording

- have a wider variety of skills linked to both scientific knowledge and understanding, and scientific enquiry/investigative skills

- have a richer vocabulary which will enable to articulate their understanding of taught concepts

- have high aspirations, which will see them through to further study, work and a successful adult life.

Sophie Padgett
Science co-ordinator
Next review date: June 2022