



Science

Aim:

Social justice requires that we provide an education which gives the less privileged access to knowledge they need to succeed. Educational attainment is determined by vocabulary size.

Objectives:

- design to focus on WHAT is taught and not how
- planning identifies; ‘must know’ and ‘be able to’
- build on prior knowledge
- provide greater clarity and opportunities to assess

Intent	<p>What knowledge and understanding do we expect: Overview</p> <ul style="list-style-type: none"> • develop pupils’ enjoyment and interest in science • develop an appreciation of its contribution to all aspects of everyday life • build on pupils’ curiosity in, and sense of awe at, the natural world • use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science • introduce pupils to the language and vocabulary of science • develop pupils’ basic practical skills and their ability to make accurate and appropriate measurements • develop pupils’ use of computing in their science studies. • extend the learning environment for our pupils via environmental areas and the locality • promote a ‘healthy lifestyle’ in our pupils.
	<p>Curriculum delivery – teaching, assessment and feedback: (Sequence of Learning-SOL)</p> <ul style="list-style-type: none"> • Teacher plan a knowledge organiser which outlines knowledge (including vocabulary) all children must master; • A sequence of lessons for each topic, which carefully plans for progression and depth; • Challenge questions for pupils to apply their learning in a philosophical/open manner; • Trips and visits from experts who will enhance the learning experience; • All children to have equal access to the science curriculum and its associated practical activities. • the SLT, Class Teachers and TAs at Herrick 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. • Challenging activities given to enable more able pupils to enhance their skills and knowledge of science and dwell deeper into scientific concepts • gender and cultural differences will be reflected positively in the teaching materials used
Implementation	<p>Pupil achievement using progression and milestones: (Subject Builder)</p> <ul style="list-style-type: none"> • To develop children’s natural curiosity and a scientific approach to problems. • Children to achieve age related expectations in Science at the end of their cohort year. • Children will retain knowledge that is pertinent to Science with a real life context. • Children will be able to question ideas and reflect on knowledge. • Children will work collaboratively and practically to investigate and experiment. • Children will be able to explain the process they have taken and be able to reason scientifically. • A wider variety of skills linked to both scientific knowledge and understanding, and scientific enquiry/investigative skills. • A richer vocabulary that will enable to articulate their understanding of taught concepts. • High aspirations, which will see them through to further study, work and a successful adult life.
	<p>Impact</p>

