



Science is investigating the world around us.



Intent

Golden Threads: Pattern Seeking, Fair testing, identifying, grouping, classifying, problem solving, research, observation and additional knowledge.

Increase pupils' knowledge of scientific facts, skills and enquires.

Children see themselves as scientists and know that science is all around them.

Encourage children to ask questions and search for answers through a range of scientific enquiries.

Recognise the importance of science in every aspect of daily life and challenge diversity stereotypes.



Implementation

Planning :At Westhouses, we use the 'Developing Experts' scheme of learning 'as the main framework for our science curriculum. This has been refined as a whole school to ensure it's inline with national curriculum expectations. Teachers supplement this with resources from Explorify and PLAN. We follow this from EYFS all the way through to Year 6. Science in Early Years is introduced through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. From Year 1-6, science is delivered through interactive lessons, children are encouraged to investigate problems, learn how science works and discover why science matters in the world. Science is taught with knowledge at its core, through carefully planned units, pupils know more and remember more. We always begin our lesson with some form of retrieval practice to ensure that prior learning is embedded.



Recording: In EYFS, science is recorded in a class floorbook which collates and presents the new learning that has been explored. Throughout the rest of the school, children have their own individual science book to record new knowledge and investigations that may have been carried out. By Year 6, we aim for children to be leading and recording their own full investigations from start to finish.

Assessment: Science is assessed at the end of each half-termly unit using a mini quiz which links directly to the national curriculum objectives. We then revisit this learning all the way through school through weekly 'Flashback Friday' tasks and our key question retrieval lollypop sticks.

Vocabulary: Science is taught each week and within each lesson, children are presented with 5 key 'rocket words'. These are then modelled by the teacher and children are encouraged to use these when explaining the new learning from that lesson. We also present these words on a vocabulary pyramid which can be found on our science working wall.

Science Community: We want to inspire a love of science at Westhouses and to help us do this we run science after school clubs, link science into forest schools, and host a science week each year.

Support for children with SEND or additional needs.

Although we expect that the majority of children will have successfully met the national curriculum objectives by the end of the year, we recognise that some children may benefit from further instruction. Interventions will look different for different children. The list below is not exhaustive; you may see:

- ◆ Additional scaffolding
- ◆ Differentiated activities
- ◆ Peer support
- ◆ Adapted apparatus



Impact

Children are engaged in their learning and share a passion for science. They understand the impact science has had on our world.

Children can draw conclusions following investigations and support their explanations with scientific evidence.

Children are confident in their use of key vocabulary in a range of context.

Children know more and remember more, demonstrating good progress from their starting points.