



St Jude & St Paul's
Church of England Primary School

Science Curriculum Statement

Date: 04.01.17

Lead: Joy Ashwin-carter

Committee: Curriculum and Achievement

Review: Spring 2019

'Bless us to encourage, love and learn'

Aims

Children are naturally inquisitive. From the moment they start to speak they are asking questions about the things around them and how they work. At St Jude and St Paul's we see our role to foster this inherent curiosity in the provision of opportunities for learning science, firstly through play but developing with the children's maturity into structured activities which promote a positive, exciting learning environment. The National Curriculum suggests: 'They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes' The National Curriculum.

Teaching and Learning

Although we endeavour to teach science where it is most relevant to the cross curricular topics, the programmes of study as prescribed by the National Curriculum are adhered to within each phase group: EYFS, KS1, Lower KS2 and Upper KS2.

Pupils are expected to develop secure understanding of each block of knowledge and concepts in order to progress to the next stage. As their understanding develops they will become more familiar with technical terminology which can be used accurately and precisely.

To be deemed 'secure' the children will need to show understanding of a concept by using scientific vocabulary correctly and be able to apply this knowledge in a familiar related context including a range of enquiries.

The teacher will find out what the children already know, sometimes through the use of a diagnostic test and then plan a range of scientific experiences to enable them to raise their own questions about their world around them. All children will be taught scientific methods, processes and skills to enable them to work scientifically within each science topic.

Progression

In the Reception Class we follow The Early Years Foundation Stage. The area of learning that focuses particularly on science is 'Understanding the World' and the aspect is 'The World'.

In Key Stage 1 children experience and observe phenomena, looking closely, observing changes over time, noticing patterns, grouping and classifying things.

In lower Key stage 2 they broaden their scientific view of the world and develop their ideas about functions, relationships and interactions. They start to ask their own questions about what they observe and make some decisions about the types of scientific enquiry which will be best. They start to make simple conclusions.

By Upper Key stage 2 the pupils develop a deeper understanding of a range of scientific ideas, building on the content previously taught. They analyse functions, relationships and interactions more systematically. They encounter more abstract ideas and use these to make predictions. They are taught that scientific ideas may change and develop over time. They draw conclusions based on data and observations and justify their ideas using scientific terminology.

Cross-curricular links

As a Healthy School (Healthy Schools Award 2016), science is clearly linked with PSHE (Personal, Social, Health, Education) learning about their bodies, nutrition, the importance of exercise and choosing a healthy lifestyle as well as fostering a sense of responsibility for our world's resources. Science can be taught through all other subjects: literacy, maths, PE, history, geography, music, art, design, technology and computing.

Assessment

Assessment is used to inform the teacher for future planning and is done before a project begins, during the topic and at the end. It is used to promote continuity and progression. All children should be deemed 'secure' by the end of the Key Stage phase and those who are not will be highlighted for additional support. Teacher Assessment is both formative and summative and is based on observations, questioning, written outcomes and sometimes tests.

End of year Science assessments are reported to parents through the pupil's annual report.

Resources

These are kept centrally and renewed when necessary (see deputy head).

Role of Science Co-ordinator

- To review changes in the National Curriculum and advise on the implementation.
- Attend relevant CPD courses and disseminate to staff
- Arrange staff meetings
- Review and monitor science teaching and learning in the school through discussions with staff and pupils, book scrutiny and lesson observations.
- To provide support and advice for staff when necessary.
- To maintain and store resources which are easily accessible to benefit the children's learning.
- Take a lead role in organising science events.
- To endeavour to involve parents/carers in their children's learning in science.

Curriculum and Achievement Committee

The science leader reports to the governing body of the school through the Curriculum and Achievement Committee.