

Aims and Objectives

Our cross-curricular approach to learning ensures that Science links to class topics and therefore has context and meaning. Science is taught following the National Curriculum and uses Chris Quigley milestones to ensure progression. Our science curriculum develops **scientific knowledge** and understanding of concepts through biology, chemistry and physics. **Scientific enquiry** helps children ask and answer questions about the world around them. This equips pupils with understanding of the uses of science for the future.

Assessment

Every teacher has a class foundation assessment record which includes children working towards, at or above each of the key knowledge areas and scientific enquiry strands based on the CQ milestones. Reports are written yearly and parents will be informed if their child is working below, at or above expectations. EYFS are assessed according to the development matters attainment targets.

Teaching and Learning

Our creative approach to learning ensures that Science is meaningful and links to our topics. Investigations are carried out, practical lessons included as much as possible and hands on opportunities to promote learning and enjoyment.

Scientific Knowledge

It is important that pupils develop secure understanding of each key block of knowledge and concepts. Starting points are identified at the beginning of each science topic and the children are able to convey and record what they know already. At the end of the block, children's knowledge is checked in line with the key knowledge identified prior to the teaching block. Teachers should ensure that vocabulary is used and developed within each lesson.

Working scientifically


Pupils learn to use a variety of approaches to answer relevant scientific questions. It is embedded within lessons and focuses on the key features of scientific enquiry. This includes observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing; and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.

Roles and Responsibilities

This policy was developed through discussions with staff and governors. The policy will be presented to all staff and governors and a copy made available to them.

The Science Co-ordinator is responsible for the delivery of the curriculum.

Oakdale Primary School Science 2020



Health and Safety

Pupils will be taught to use scientific equipment safely during practical activities. Teachers are aware of such situations and plan to organise the classroom and educate the children in order to avoid any dangers to the children. Class Teachers and Teaching Assistants will check equipment regularly.

Scheme of work

Oakdale follows the Chris Quigley curriculum from Year 1 to Year 6. Science is covered through the 'Understanding the world' strand of the EYFS curriculum

Each year group has a detailed curriculum overview that is followed and indicates which science milestones will be covered.

Curriculum Provision

EYFS

In Foundation Stage pupils are encouraged to explore, problem solve, predict, think, make decisions and talk about people, places, technology and the environment.

KS1

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe, looking more closely at the natural and human world around them. They use different types of scientific enquiry to encourage thinking and questioning.

Lower KS2

The focus is to broaden the pupils scientific view through exploring, testing and developing their ideas. They begin to make decisions about which types of scientific enquiry are best to answer their own questions, drawing simple conclusions.

Upper KS2

Pupils develop a deeper understanding of a wide range of scientific ideas. They explore, talk, analyse and encounter more abstract ideas. Pupils select the most appropriate way to answer scientific questions using different types of scientific enquiry, draw conclusions and justify ideas.

Policies supporting Science

- Teaching and learning
- Health & Safety
- Safeguarding
- Marking Policy
- PSHE/RSE Policy
- SEN policy
- ICT / e-safety policy
- Equal opportunities policy
- Educational visits policy
- Design Technology