

Curriculum Intent - Science

Through science, we aim to inspire children's curiosity and provide them with the knowledge and skills to understand and explain the world around them. The Science Curriculum at St Christopher's school provides opportunities for all children to build their Science Capital through educational trips, practical lessons and by investigating scientific questions. We encourage them to ask and answer questions, facilitate meaningful discussions and guide them to make their own connections through the wonder of science.

Implementation

The topics for each year group are available on the curriculum page of the school website. These have been specifically chosen so that children's knowledge and skills are progressing through the year groups, ensuring full coverage of the national curriculum.

For example, in years one and two children learn about materials and investigate sinking and floating and explore which materials are waterproof. In year four, they revisit their knowledge of materials where they learn about solids, liquids and gases. In year six, they look at materials again as they learn about reversible and irreversible changes.

As an example of skills progression across the year groups, in Reception and Key Stage 1 children begin to gather and record data to help in answering questions. In lower Key Stage 2 they record their findings using simple scientific language and begin to present their data in a variety of ways. In upper Key Stage 2 pupils use a wider range of methods to record data with an increasing complexity and present their results with increasing levels of accuracy.

In our books you will see:

1. Progression
2. Pupil reflections on learning
3. Some examples of practical work
4. Examples of note taking and presenting findings

Tracking attainment and progress:

Progress in science is monitored through marking of children's books to ensure they have understood and retained the content of each lesson. Throughout the school, teachers encourage the children to discuss their learning and understanding. These discussions inform teachers assessment of the children's understanding of the topic. Formal assessment is provided at the end of each term.

At the start of every topic children are asked to show their current knowledge in a mind map or similar fashion. At the end of the topic, children revisit this mind map and add to it. Teachers use these mind maps to inform planning of the next science unit as well as to assess the progress of children's learning. These may be completed as a whole class as well as individually.

How we fulfil our vision:

- Sharing of good practice
- Pupil Voice
- Lesson observations
- Planning and book scrutinies
- Monitoring carried out termly

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