



Curriculum Intent Statement for Science

Our School Vision

"Our school is a church school with strong Christian foundations. We aim to provide the very best for every child in our school and to help them to reach their potential within a safe and secure Christian environment. Our current Vision is based on the school needs at the current aim and is based on:

"Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you." Ephesians 4:32

St George's Church of England Primary School - supporting each other to courageously flourish, within our community, armed with our shield of Christian values. Be Kind. Be Compassionate. Be Forgiving."

Curriculum Intent

At St George's Primary School, we believe that the curriculum should:

- deliver a depth and breadth of learning
- excite and engage children
- be relevant to the school's improvement journey
- allow children to embrace challenges with resilience
- develop children who show compassion to all

Our curriculum aims to provide for progression through a balance of knowledge and skills across a combination of discreet teaching and robust cross curricular links. It will be made accessible to all children in a fully inclusive manner.

The whole curriculum should also contribute to children's moral, social, cultural and spiritual development in support of our vision for the St George's School community.

Science Intent

Science should give children a strong understanding of the world around them through the specific disciplines of biology, chemistry and physics. Children should acquire the skills and knowledge to help them to think scientifically, and support them in developing their understanding of nature, scientific processes and methods through different types of science enquiry. The science curriculum should assist all children in furthering their understanding of the uses and implications of science, today and for the future. Our primary aim is to foster curiosity, challenge, imagination, excitement, confidence, self motivation and enjoyment in the pursuit of Science.

Through high quality teaching, we are continually developing:

- The acquisition of knowledge, concepts and skills within science.
- Children's ability to explain their own thinking to others and articulate their understanding in a range of different situations.
- The use of scientific contexts to develop and consolidate cross curricular links.
- Inquisitive minds and positive attitudes towards science.
- Extensive scientific vocabulary and the ability to articulate scientific concepts clearly and precisely.
- Respect for the environment and care for living things.
- An understanding of the different aspects of scientific enquiry.
- The ability to work scientifically by predicting, questioning, observing, planning, measuring, carrying out and evaluating investigations.
- Opportunities for children to question the world around them and become independent learners, when exploring possible answers to their own scientific based questions.

Implementation

Within the classroom setting our curriculum demonstrates:

- The National Curriculum Programs of Study are being taught within the key phases across a 2 year rolling program, and an overview of each term's objectives can be found in the children's science books with highlighting to show teacher assessment.
- Planning clearly shows progression through the key phases, where children are able to build upon skills and knowledge that has been acquired in previous years.
- Opportunities for pupils to work collaboratively in pairs, groups and / or individually.
- Cross curricular links are being made, where appropriate to enhance the children's learning within a topic.
- The use of effective questioning (including response to marking questions), to deepen children's understanding and to support them in developing their own questioning skills.
- Timetabled opportunities for trips, workshops and visitors, which link to contextual learning within Science.
- Regular events, such as STEM Week, allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills. These events often involve families and the wider community.
- Continuing professional development will be provided according to the needs and interests of the staff and in line with the school development plan and Science action plan.
- Action planning clearly details areas of improvement and how these are to be addressed.

Impact

- Teacher assessment, throughout the year, will be formative and ongoing using the TAPs focused assessments.
- Summative assessment will take place at the end of the year and this will be monitored throughout the year by the school's science lead.
- Individual science books will be used to record children's learning and to evidence the range of stimulating activities in which pupils have been engaged.
- Children will be given time to reflect upon their previous learning and respond to marking and feedback, where applicable.
- Delivery of the curriculum and pupil progress is monitored by the subject leader and head teacher, through pupil voice, planning, book scrutiny, and lesson observations.
- The Science lead will liaise with the Science governor throughout the year, to report progress within the subject and discuss actions that need to be taken.
- This policy will be routinely reviewed every year.