

Science

Intent

We believe that a high quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

- Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills.
- The staff at Myton Park ensure that all children are exposed to high quality teaching and learning experiences, which allow children to ask and pursue their own scientific questions and explore their outdoor environment and locality, thus developing their scientific enquiry and investigative skills.
- It is our intention that children are immersed in scientific vocabulary, which aids children's knowledge and understanding not only of the topic they are studying, but of the world around them.
- We intend to provide all children regardless of ethnic origin, gender, class, aptitude or disability, with a broad and balanced science curriculum.

Implementation

In ensuring high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school.

Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Science 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. Science teaching at Myton Park Primary School involves adapting and extending the curriculum to match all pupils' needs. Where possible, Science is linked to our class 'Cornerstones' topics. Science is taught as discrete units and lessons where needed to ensure coverage (for example, Seasonal Changes in Year 1; Sound in Year 4). Due to the one-form year groups in our school, Science 'units' are taught on a year rolling programme. This ensures progression between year groups and science disciplines and it guarantees coverage of units. Teachers plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

We ensure that all children are provided with rich, participatory learning experiences and it is our aim to:

- Prepare our children for life in an increasingly scientific and technological world, today and in the future.
- Help our children acquire a growing understanding of the nature, processes and methods of scientific ideas.
- Help develop and extend our children's scientific concept of their world.

- *Build on our children's natural curiosity and developing a scientific approach to problems.*
- *Encouraging open-mindedness, self-assessment, perseverance and developing the skills of scientific enquiry: – asking questions, making predictions, decide how to carry out an enquiry, take measurements, record data, present data, answer questions using data, draw conclusions and evaluate their enquiry.*
- *Develop the use of scientific language, recording and techniques.*
- *Develop the use of computing in investigating and recording.*
- *Make links between science and other subjects.*

Science is taught consistently, once a week for two hours, but is discretely taught in many different contexts throughout all areas of the curriculum. For example, through English, i.e. writing an explanation report on the life cycle of an amphibian.

At Myton Park we aspire to promote children's independence and for all children to take responsibility in their own learning; we therefore provide opportunities for children to develop their independence when working scientifically in each year group. We have also developed scientific vocabulary tasks, which are completed both at the beginning (pre-learning task) and end (post-learning task) of a topic in order to show clear progression and children's new found knowledge and understanding. These tasks also enable the children to articulate scientific concepts clearly and precisely, assisting them in making their thinking clear, to both themselves and others.

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

All children will have:

- *A wider variety of skills linked to both scientific knowledge and understanding, and working scientifically skills.*
- *A richer vocabulary which will enable to articulate their understanding of taught concepts.*
- *High aspirations, which will see them through to further study, work and a successful adult lives.*