



Myton Park Primary School

Curriculum Policy

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Curriculum intent

Our curriculum is broad, balanced and meets the requirements of the national curriculum. It has a project-based, thematic approach. Our curriculum aims for high standards whilst providing valuable and memorable opportunities for all children to learn, grow and develop the skills, knowledge and understanding relevant to their needs now and their future lives. It promotes a willingness to question and explore, widen their horizons, develop their aspirations and instil self-belief.

Together, we nurture, inspire and achieve.

Aims

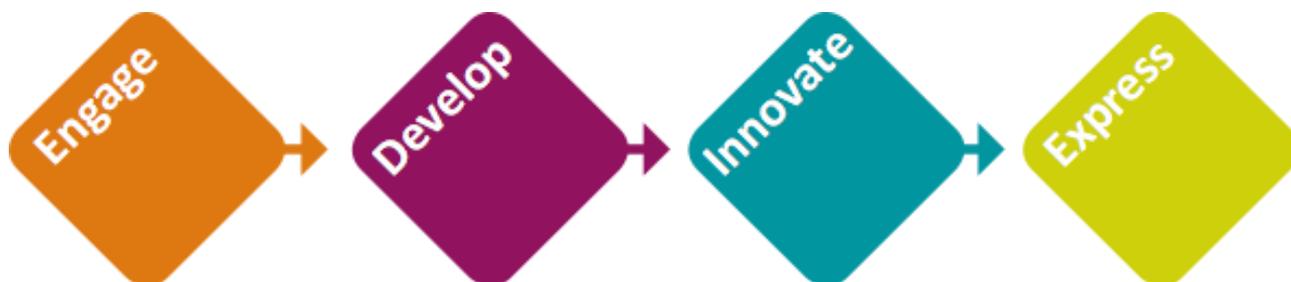
- ▶ Engage children through interesting topics and hands-on activities.
- ▶ Make meaningful links between subjects.
- ▶ Develop children's skills, knowledge and understanding of a range of themes and concepts.
- ▶ Make effective connections to the real world.
- ▶ Help children to think creatively and solve problems.
- ▶ Develop children's capacities to work independently and collaboratively.
- ▶ Enable children to make choices about their learning.
- ▶ Take account of children's interests and fascinations.

Our approach:

- ▶ develops children to the best of their abilities
- ▶ helps children to find their passions and interests
- ▶ facilitates children's acquisition of knowledge, skills and understanding
- ▶ helps children to develop intellectually, emotionally, socially, physically and morally
- ▶ assists children in becoming independent, responsible, useful, confident and considerate members of the community
- ▶ promotes a positive attitude towards learning, so children enjoy coming to school
- ▶ helps children to acquire a solid basis for lifelong learning
- ▶ creates and maintains an exciting and stimulating learning environment
- ▶ ensures that each child's education has continuity and progression
- ▶ enables children to contribute positively within a culturally diverse society

Structure

Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children’s learning and thinking.



The Four Cornerstones of Learning link explicitly to pupils’ spiritual, moral, social and cultural (SMSC) development.

The focus for teaching and planning in each Cornerstone is as follows.

Engage

- ▶ hook learners in with a memorable experience
- ▶ set the scene and provide the context
- ▶ ask questions to provoke thought and interest
- ▶ use interesting starting points to spark children’s curiosity

Develop

- ▶ teach knowledge to provide depth of understanding
- ▶ demonstrate new skills and allow time for consolidation
- ▶ provide creative opportunities for making and doing
- ▶ deliver reading, writing and talk across the curriculum

Innovate

- ▶ provide imaginative scenarios for creative thinking
- ▶ enable and assess the application of previously learned skills
- ▶ encourage enterprise and independent thinking
- ▶ work in groups and independently to solve problems

Express

- ▶ encourage reflective talk by asking questions
- ▶ provide opportunities for shared evaluation
- ▶ celebrate success
- ▶ identify next steps for learning

Memorable Experience

Each Imaginative Learning Project (ILP) begins with a memorable experience that stimulates children's curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children.

Curriculum design for EYFS, KS1 and KS2

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last either a half or full term depending on the amount of content and the children's interests. In some cases, projects may be taught for a shorter period, for example during a science or art week.

Curriculum maps showing the coverage and structure for each year group can be found on the school website.

Subject coverage

English

English is a core subject and is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum.

A map of all the English genres covered across school can be seen on the school website.

Spoken language is promoted throughout the curriculum and across all subjects.

Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group following a specific programme. Spelling, grammar and punctuation coverage at Myton Park Primary School can be found on the school website.

Mathematics

Mathematics is also a core subject and is taught discretely. However, where relevant, mathematics is linked to ongoing project work. We use the White Rose schemes of learning as a guidance document

Science

Science is fully covered throughout the curriculum. Some projects have a science focus, and others will have less of a scientific emphasis. Some science may be taught as discrete blocks to ensure full coverage.

Foundation subjects

The foundation subjects – history, geography, design and technology, art and design, PE and music – are integrated into each project and provide enrichment across the curriculum. Some PE may be taught as discrete blocks to ensure full coverage. MFL is taught discretely.

Religious education

RE is a statutory part of the curriculum and follows the locally agreed syllabus. The RE curriculum is enriched using the Cornerstones *Love to Celebrate* scheme.

PHSE and citizenship

PHSE and citizenship are important aspects of our curriculum and are taught both discretely and within the projects. The coverage and structure of our PHSE and citizenship curriculum is outlined in the Curriculum policy for PHSE and citizenship – Myton Park Primary School.

ICT and computing

The core skills of ICT are taught as a discrete programme across school. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media.

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics and PE. Teachers are free to arrange their timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons.

Assessment of the curriculum

See Assessment Policy for curriculum assessment arrangements.

Art curriculum

Art and design is a practical, and creative subject. Through their active participation pupils learn to explore their imagination, generate ideas, acquire skills and apply judgement. It is also a subject in which pupils develop their knowledge and understanding as well as their skills. They learn about the materials and techniques they use and about the world of art and design, recognising the achievements of artists, designers and craftspeople from many different times and cultures.

Intent: At Myton Park Primary School, we believe that the teaching of art and design should build on a backbone of skills and offer countless opportunities for quality cross-curricular art. We provide opportunities for children to develop both essential skills and their on-going and natural creativity with guidance from the cornerstones curriculum. We support children in generating their ideas and allowing them the freedom of imagination and individuality of expression. Through our art, we endeavour to support children in confidently expressing their opinions and preferences, understanding that art is subjective.

Implementation: Art at Myton is linked to topic work and is taught in line with the main topic for the half term. All art objectives are covered throughout the year but some topics may have a greater prominence for art.

The art curriculum is split into: **Creation**, **Generation of ideas**, **Evaluation**, **Malleable materials**, **Paper and fabric**, **Paint**, **Pencil ink charcoal and pen**, **Printing**, **Natural art**, **Human form**, **Landscapes**, **Compares and contrasts**, **Significant people artwork and movements**. (This links to assessment)

These key areas are built upon year on year so that progression is evident across the curriculum.

Impact: Children will develop key skills for art and design. They will gain confidence in generating their own ideas and using their own inspirations. They will be able to express their opinions about a piece of art and will be developing their own preferences.

Computing

Intent:

We want our pupils to be motivated by and understand real world applications of technology by experiencing hands-on activities that innovate, inspire and bring learning and career opportunities to life. In taking part in these real world technology activities, children will develop their creativity, optimism and collaboration (including a 'systems thinking' mind-set) skills and therefore be equipped to manage learning tasks and be prepared for their own futures.

Implementation:

We achieve this by embedding three core skills and technological knowledge. Digital literacy; Information technology and computer science:

- **Digital literacy** (DL) is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Children who are digitally literate know how to find and consume digital content safely. They know how to create, communicate, and share digital content. Students who are building digital literacy skills understand the basics of Internet safety such as creating strong passwords, understanding and using privacy settings, and knowing what to share or not on social media.
- **Information technology** (IT) is the use of any computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data. Children develop a deep understanding of the technology available to create and enhance their ideas and learning using a variety of tools.
- **Computer science** (CAS) is the study of both computer hardware and software design. It encompasses both the study of theoretical algorithms and the practical problems involved in implementing them through computer hardware and software. Children learn to give and follow a set of instructions and continue to develop this further by using a range of software (input) to write algorithms for hardware to perform specific tasks (output).

Impact:

Our aim is to ensure all children are prepared for a future that we are yet to know about. We want our children to talk passionately about technology and computing and how it has supported their learning across the curriculum in a safe and stimulating environment.

Design and Technology

Intent.

We believe that a high quality Design Technology education prepares children to deal with tomorrow's rapidly changing world. We want our children to understand real world applications of technology by experiencing hands-on activities that innovate, inspire and bring learning and career opportunities to life. Through the study of Design Technology in our school, children will combine practical skills with an understanding of aesthetic, social and environmental issues as well as functions and industry practices. Design Technology in our school is about providing opportunities for children to develop their capability as designers; by combining their design and making skills with knowledge and understanding they learn to create quality products.

Our Design Technology curriculum is underpinned by a determination to develop a 'core engineering mind' in our children; the central driver being that children are able to make 'things that work' and 'making things work better.'

Implementation.

We recognise that the following central characteristics are ways in which children will think and act when faced with a learning project.

- Design (including research, seeing whole systems and parts and how these connect, pattern seeking, recognising interdependencies and synthesising. Opportunities to **solve problems**, clarify needs, checking existing solutions, investigating contexts, and verifying are part of the design process.)
- Making (including being able to move from abstract to concrete, manipulating materials, mental rehearsal of physical space and of practical design solutions. **Improving a product** by trying to make things better by experimenting, designing, sketching, guessing, conjecturing, thought-experimenting and prototyping.)
- Evaluating (including testing, analysing, reflecting, rethinking, changing both in a physical sense and mentally.)
- Using technical knowledge (including using existing knowledge from earlier design projects and other subjects to inform the designing, making and the evaluation process.)
- Food Technology (including looking into seasonality of ingredients and how they are grown, caught and reared.)

Design Technology is taught in all year groups through at least one project per term, and this includes one project linked to food. Design Technology projects are most often cross-curricular and link with our whole school Cornerstones thematic approach for each year group.

Impact.

We want children to understand real world applications of technology by experiencing hands-on activities that innovate, inspire and bring learning and career opportunities to life. Through the study of Design Technology in our school, children will combine practical skills with an understanding of aesthetic, social and environmental issues as well as functions and industry practices. We intend to develop strong industry links and encourage the use of STEM ambassadors to enhance learning for our children.

French Curriculum

French is the chosen language for study at Myton Park. It is studied for up to one hour per week in all Key Stage Two classes using the Language Angels Scheme of work. It is thought that younger children are intrinsically better language learners, and will therefore become more proficient more quickly. We aim to teach children the four strands of language through French, **listening**, **speaking**, **reading** and **writing** in order to ease their transition to Key Stage Three and give them a solid foundation for learning new languages.

Intent: Myton Park intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils are expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Implementation: Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language. Units, where possible and appropriate, are linked to class topics and cross-curricular themes. Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening**, **speaking**, **reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts is taught throughout all units at all levels of challenge. Children are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked. If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments. This will enable teachers to put in place an early intervention programme to address any areas that require attention in any of the language learning skills.

Impact: During French lessons, all children are given the same learning opportunities. Children will feel comfortable speaking another language, learn about other traditions, cultures and customs and acquire the knowledge to continue French beyond primary school. Children will make good or better than good progress.

Geography

Introduction

Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom.

Intent

Geography teaching offers opportunities to:-

- Stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- Help children to develop an informed concern about the quality of the environment and the future of the human habitat; and
- Thereby enhance children's sense of responsibility for the care of the Earth and its people.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

In EYFS, Geography is taught towards the Early Learning Goals. In Years 1-6 planning is informed by the National Curriculum 2013 and taught through topics from Cornerstones and discretely if required. This planning is tailored to the particular needs of the children in each class through the selection of appropriate level learning challenges and AfL. This ensures progression of knowledge and skills within each year and between each class maintaining an appropriate level of challenge in Geography for all children. Consolidation of previous topics and opportunities for critical thinking will lead to a deep understanding and allow them confidently share their ideas and draw comparisons. Through Cornerstones there are many opportunities for cross curricular memorable learning experiences. A selection of Geography resources are available in school and teachers are encouraged to use these, ICT and borrowed resources to further enhance learning opportunities. Parents and carers are clear in what we are working to achieve and are invited to take part in children's Geography learning through visits, homework and information sent home in letters/on the App.

Impact

Children will have a greater interest in their surroundings and in the human and physical conditions on the Earth's surface. Children will become more informed about the environment and the future of the human habitat. They will be able to communicate their findings and justify their reasons through the use of evidence and research. They will be more able to use a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Assessment will take place termly to monitor the impact of Geography teaching. This ensures progression of knowledge and skills within each year and between each class maintaining an appropriate level of challenge in Geography for all children through AfL. Assessment will be analysed and reviewed to identify gaps in knowledge and skills and to ensure all children are making progress. Following on from assessment, consolidation and comparison within and between each year group will lead to deeper learning and understanding in Geography.

History

Introduction

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society.

Intent

At Myton Park, we aim to provide a rich and varied curriculum that will encourage self-confidence and independence of learning, meeting the holistic needs of each child. We will offer a quality curriculum which is planned and differentiated for each individual and which also fulfils the legal requirements of the National Curriculum. We will also provide an environment which fosters success and achievement, where high expectations lead to high standards, encouraging everyone to reach their full potential. We will offer an equal opportunity and access where we hope to inspire everyone to accept new challenges without fear of failure or criticism, thereby responding to the needs and interests of individual pupils.

Implementation

In EYFS, History is taught towards the Early Learning Goals. In Years 1-6 planning is informed by the National Curriculum 2013 and taught through topics from Cornerstones and discretely if required. This planning is tailored to the particular needs of the children in each class through the selection of appropriate level learning challenges and AfL. This ensures progression of knowledge and skills within each year and between each class maintaining an appropriate level of challenge in History for all children. Consolidation of previous topics and opportunities for critical thinking will lead to a deep understanding and allow them to articulate their thoughts and arguments. Through Cornerstones there are many opportunities for cross curricular memorable learning experiences. A selection of History resources are available in school and teachers are encouraged to use these, ICT and borrowed resources to further enhance learning opportunities. Parents and carers are clear in what we are working to achieve and are invited to take part in children's History learning through visits, homework and information sent home in letters/on the App.

Impact

Children will have a greater sense of identity following on from their learning in History through their understanding of the development of Britain, Europe and the world. Children will grow in confidence with their ability to interpret the past and use evidence to make judgements. They will be able to communicate their findings and justify their reasons through the use of evidence and using appropriate historical language and ideas.

Assessment will take place termly to monitor the impact of History teaching. This ensures progression of knowledge and skills within each year and between each class maintaining an appropriate level of challenge in History for all children through AfL. Assessment will be analysed and reviewed to identify gaps in knowledge and skills and to ensure all children are making progress. Following on from assessment, consolidation and comparison within and between each year group will lead to deeper learning and understanding in History.

Mathematics

Intent:

At Myton Park we want our children to experience an engaging, structured mathematics curriculum that is mapped out across all phases, ensuring continuity and supporting transition. A mastery curriculum designed in relatively small carefully sequenced steps, which must each be mastered before children move to the next stage. Fundamental skills and knowledge are secured first before children gain a deep understanding.

Implementation:

We adopt a mastery teaching approach to mathematics using intelligent practice to foster a problem solving mind-set. Practice is a vital part of learning, but the practice used is intelligent practice that both reinforces pupils' procedural fluency and develops their conceptual understanding.

- **Conceptual understanding** illustrates the essential features by demonstrating different forms of visual materials and instances or highlight the essence of a concept by varying the non-essential features.
- **Procedural fluency** is dynamic; where children move between one calculation and the next identifying the key connection, which provides the opportunity to reveal the structure of the mathematics being explored. A carefully designed set of questions that will draw children's attention to a particular aspect of mathematics.

Procedural fluency and conceptual understanding are developed in tandem with each supporting the development of the other. Small sequenced steps are developed through guided practice, varied fluency, reasoning and problem solving. Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop deep learning that can be sustained over time.

Impact:

Our aim is to ensure all children have a love of mathematics, ensuring they acquire a deep, long-term, secure and adaptable understanding of mathematics that will equip them to manage a variety of tasks and prepare them for the future.

Music Curriculum

As a subject, Music can develop many skills including listening, performing, vocal and practical skills as well as developing musical knowledge, preference and skills as a critique. In addition, it can support children's learning across subjects and can help to build social and cultural values. It is a subject in which talents can be discovered and confidence can flourish. Children will develop their resilience, perseverance and team work skills through enjoyable activities and performance.

Intent: At Myton Park, we aim to provide a relevant, broad and exciting Music Curriculum using a wide variety of topics. Cornerstones offers a good balance between theoretical and practical learning delivered through a wide range of topics. Alongside this, the school offer a range of music lessons through outside agencies and opportunities to develop musical skills through school productions and performances. Our high expectations will ensure that children reach their full potential and talent is nurtured in order to flourish. All children are given the same opportunities to develop their musical knowledge and skills.

Implementation: By offering Cornerstones, Myton Park enables children to access a creative, well-rounded, enjoyable, challenging and progressive Music Curriculum, which provides learning in all areas of music. As the children progress through the year groups, they acquire new knowledge and skills and build on these, each year experiencing a higher level of challenge. There are opportunities to develop both practically and theoretically and build strong relationships through paired/group and class work. Children are able to reflect, question and review different aspects of music whilst learning to compose and perform. They can develop skills further by choosing extra-curricular music lessons offered by the school.

Impact: At Myton Park, we aim that children will make good or better than good progress in Music. We also aim to give the children a broad balanced curriculum in order to discover talent and allow the children to pursue a future in music beyond primary school. The children will understand the importance of their learning in Music due to effective teaching, relatable and current topics.

PSHE

Intent: At Myton Park, we aim to develop skills and attributes including resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes:

- health and wellbeing,
- relationships
- living in the wider world.

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and into adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. Our curriculum continually allows flexibility, to address social situations within the school community.

Implementation: Adopt the three core themes as part of our practise within PSHE lessons, assemblies and ongoing support. The three principles, health and wellbeing, relationships and living in the wider world are to be continually reinforced and developed over the course of a child's time in primary education. The weekly diet of PSHE should consist of at least 30 minutes of core PSHE curriculum, which can then be built upon through responsive PSHE. **It is also covered through well-planned and timetabled assemblies (linked to RE) and themed days.**

Impact:

Having implemented these core themes, children should develop greater self-awareness alongside empathy for others, offering help, support and, possibly advice for peers. Their understanding and use of resilience should be embedded in their thinking in relation to emotional, physical and academic needs.

Religious Education

RE is a statutory part of the curriculum and follows the locally agreed syllabus for Stockton on Tees. It enables children to gain an understanding and respect for different faiths, cultures and beliefs.

Intent: At Myton Park Primary School, we follow the Agreed syllabus for Stockton on Tees.

Religious education has an important part to play in the development of our pupils, and in the school curriculum.

Because the world is shrinking. People travel further, meet people from a wide variety of cultures and backgrounds and are more connected to each other, this has increased global awareness and our need to embrace equality.

We need to teach children to embrace the changing world around them, understand and respect the cultures, beliefs and backgrounds of the people they will meet throughout their lives and develop their own set of beliefs and values. RE is a statutory subject and we aim to provide children with a broad and balanced curriculum that includes meaningful and thought-provoking approaches.

Implementation: We endeavour to provide Religious education, which is engaging, ignites the imagination and gives children plenty to think about. Exploring how religion influences culture through studying sacred stories, exploring artefacts, symbols and art, spotting similarities and differences, meeting members of the local community, visiting places of worship and debating 'big' questions will all help your children become well-informed and thoughtful citizens of tomorrow. RE should constantly promote and consider the British values of **mutual respect and beliefs**, acceptance **of those with different faiths and how they contribute to communities**.

RE is taught in weekly sessions following the agreed syllabus for Stockton on Tees. It is also covered through well-planned and timetabled assemblies (linked to PSHE) and themed days.

Impact: Through following the agreed syllabus for RE, children will have an understanding of world religions and a greater understanding of the religions in their locality. They will show acceptance of others and embrace the wider world.

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.