



## Science Curriculum Statement

Intent	Implementation	Impact
<p>The 2014 national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>➤ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> <li>➤ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>➤ are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this</li> </ul> <p>At Teagues Bridge Primary School we provide children with science curriculum which enables them to confidently explore and discover the world around them, which leads them to develop a deep understanding of the world in which we live. Children are encouraged to be inquisitive and we provide a range of opportunities to allow children to explore and investigate scientific questions in a range of contexts to ensure they develop a bank of core skills and knowledge which will equip them for an ever-changing world as they move onto their next stage. The opportunities we provide for children in science will ensure they are confident, life-long learners who enjoy exploring the world around them. Practical activities provide the children with a range of</p>	<p>Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in science. Our whole school approach to the teaching and learning of science involves the following;</p> <ul style="list-style-type: none"> <li>➤ Existing knowledge is checked at the beginning of each topic using a pre-unit assessment. This ensures that teaching is informed by the children's starting points and misconceptions. At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.</li> <li>➤ Throughout topics, children are encouraged to ask their own questions and are given opportunities to use their scientific skills and research to discover the answers.</li> <li>➤ Teachers create engaging lessons, involving high-quality resources to aid understanding.</li> <li>➤ Teachers use assessment for learning tasks and questioning to assess pupils regularly and to identify those children with gaps in learning and those who require further challenge.</li> <li>➤ Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.</li> <li>➤ We build upon the knowledge and skill development of the previous years. As the children's knowledge and understanding increases, they become more</li> </ul>	<p>Our approach to teaching and learning in science results in an engaging science education for all and provides children with the foundations and knowledge for understanding the world. Children at Teagues Bridge Primary School enjoy science, and this results in motivated learners with sound scientific understanding.</p> <p>Engaging lessons which include real-life links allow children to become independent learners and develop an appreciation of the importance of science in the world around them. Independent investigations provide the opportunity for children to apply their learning from a topic, demonstrate their understanding and apply their scientific skills. These allow teachers to opportunity to assess what children have retained and understood from the topic.</p> <p>We track the impact of scientific learning through the use of pre and post unit assessments, discovery lessons, assessment for learning tasks throughout the topic and through teacher's questioning.</p> <p>Assessment for Learning reflections take place at the end of lessons and are used to show teachers what children have understood and provide the opportunity to identify misconceptions which need addressing in the next lesson.</p> <p>Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their</p>

<p>learning experiences, allowing safe exploration of key topics, developing knowledge and skills and children are given a wide range of opportunities to use and apply this in a range of contexts.</p> <p>We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge and type of task to the needs of the child.</p>	<p>proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to draw conclusions based on real evidence.</p> <ul style="list-style-type: none"> <li>➤ Working Scientifically skills are embedded into each lesson to ensure that skills are systematically developed across the years.</li> <li>➤ Teachers model how to use scientific equipment, vocabulary and skills in order to develop children's scientific understanding.</li> <li>➤ Teachers find opportunities to enhance children's scientific learning by accessing outdoor learning and links to the wider world.</li> <li>➤ Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.</li> </ul>	<p>planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.</p> <p>Child friendly curriculum objectives are in every child's book. Teachers refer to these and children highlight when they have achieved something. This allows children to track their own progress.</p> <p>The school's science provision is recognised by the achievement of the nationally recognised 'Primary Science Quality Mark', which the school currently holds at silver level.</p>
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