



NETHERTON INFANT & NURSERY SCHOOL
SUBJECT ON A PAGE
Science

OVERALL CURRICULUM INTENT: At Netherton Infant and Nursery School we believe that a high-quality science education equips children with the foundations for everyday life. The scientific area of learning aims to increase children's knowledge and understanding of the world, and develop skills associated with science as a process of enquiry. The children are encouraged to be inquisitive, creative and use a range of skills associated with working scientifically, including questioning, researching and observing for themselves. Our science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. Our broad, balanced and fun science curriculum is fully inclusive and accessible for every child, whilst ensuring they become 'well-rounded', caring and responsible citizens. At Netherton Infant and Nursery, we find opportunities to develop children's understanding, whilst keeping science relevant, by accessing outdoor learning and planning trips/visitors to enhance what the children have been taught in lessons which helps to complement and broaden the curriculum. At Netherton I and N school we build upon the science learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence. Working scientifically, skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.

<p align="center">INTENT The aims of the teaching</p>	<p align="center">IMPLEMENTATION How the teaching is structured/sequenced and assessed</p>	<p align="center">IMPACT What knowledge & skills are gained</p>
<ul style="list-style-type: none"> • Our teaching aims to bring about a sense of awe and wonder, and encompasses the acquisition of knowledge, concepts, skills and positive attitudes. • We ensure that skills and vocabulary are built upon and developed from EYFS to the end of Key Stage 1. • We aim to develop certain skills to a suitable level both in preparation for Key Stage 2 and beyond that, to understand the uses of science in the future. • We aim to develop independent, confident, enthusiastic young Scientists who enjoy scientific learning and discovery. • We ensure that the working scientifically skills are built-on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, conducting experiments and investigation, building arguments and explaining concepts confidently, being familiar with scientific terminology and, most importantly, to continue to ask questions and be curious about their surroundings. 	<ul style="list-style-type: none"> • To ensure high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the school, allowing the children to embed their learning over time. Our planning and teaching of science ensures full coverage of the 'National Curriculum programmes of study for Science' and 'Understanding the World' in the Early Years Foundation Stage. • In KS1, science is taught consistently as discrete lessons once a week, in order to give the subject the prominence it deserves. • In EYFS, science is taught through the children learning about the world around them through play and adult-led sessions. We promote and develop the use of transferable skills such as observation, communication and teamwork. • Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and are given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. 	<ul style="list-style-type: none"> • The impact and measure 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 own starting points, and within their everyday lives. The children will have gained a wider variety of skills linked to both scientific knowledge and understanding, and scientific enquiry skills. They will have a richer vocabulary which will enable them to articulate their understanding of taught concepts. Finally, they will enjoy being 'scientists' and leave us with a thirst for more knowledge, which will stay with them well into the future. • Formative assessment is used as the main tool for assessing the impact of science at Netherton I and N School as it allows for misconceptions and gaps to be addressed more immediately rather than building on insecure scientific foundations. • Pupil voice is used to further develop the science curriculum, through questioning of pupils' views and attitudes towards science, to assess the children's enjoyment of science, and to motivate learners.

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| | <ul style="list-style-type: none">• Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly.• Our teachers demonstrate how to use scientific equipment, and the various working scientifically skills in order to embed scientific understanding. We find opportunities to develop children's understanding, whilst keeping it accessible and relevant, by accessing outdoor learning and planning trips/visitors to enhance what the children have been taught at school which helps to complement and broaden the curriculum. | |
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