

Rosebrook Primary School Science One Page Overview

Intent	Implementation	Impact
<p>Core Purpose:</p> <p><i>“We are committed to delivering a STEM curriculum that is creative and engaging so that all children can access and achieve.”</i></p> <p>It is our intent to:</p> <ul style="list-style-type: none"> • Inspire our children to find out about their world through practical enquiry. • Nurture and encourage that natural curiosity, to shape and direct it to turn the children into inquisitive learners who look closely at the world around them and begin to be able to question and interpret what they see. • Provide our children with the opportunities to use a range of investigative and problem-solving skills, both in and outside the classroom, to develop a deep understanding of Science • Provide our children with the opportunity to develop their knowledge and understanding of science through their direct involvement in a range of practical and investigational activities as related to their age and stage of development. • Encourage children to ask questions, to plan and carry out investigations i.e. to observe, to measure, sort and classify, record and interpret their findings, hypothesize and construct ‘fair tests’. 	<ul style="list-style-type: none"> • Lessons are planned and delivered using well-planned resources. • Teachers have an overview of which science objectives they should be covering each term. This overview shows progression through the year groups. Pupils are given a range of practical experiences linked to their scientific topics. • The whole school teaches elements of sustainability twice a year. • Pupils have access to knowledge organisers with the scientific language that they learn during lessons. • Pupils have access to a range of practical resources to support learning, <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Evidence available in exercise books and floor books. • Questions are asked by both adults and children to guide how the lesson/sequence of lessons moves forward. • Key performance indicators identified and tracked throughout school <p><u>Monitoring</u></p> <ul style="list-style-type: none"> • Subject Leader to review planning, exercise books and quality of lessons over the year linked to progression document. • Subject Leader action plan identifies priorities for the academic year. • Learning walks carried out and CPD offered where required. 	<ul style="list-style-type: none"> • We will ensure children have acquired substantive and disciplinary knowledge and are explicitly taught these as both are necessary for progress in learning. • Exceptional scientific work from across year groups to be shared. • We ensure that children can hypothesize and devise investigations to prove/disprove • They can identify key scientific knowledge and comment on what they have seen/learned. • Children will be able to use scientific vocabulary in their explanations both orally and written • As scientists, our children should be able to: <ul style="list-style-type: none"> - explore different forces - explore how conductors and insulators effect electrical circuits - understand the effect of humans of the natural world. - use scientific keys to identify different living things - explain the formation of rocks and fossils - Know how different parts of the human body works.