

Whytemead Primary School Science Policy



Completed by: R McDonald October 2019
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Intent

We, at Whytemead Primary School, believe that the teaching of science develops in children an interest and curiosity about the world in which they live, and fosters in them a respect for the environment. We aim to provide children a rich and varied science curriculum that encourages questioning and wonder in the world around them.

Our intention is;

- To promote an interest in Science through a variety of stimulating lessons, based on children's natural curiosity and previous knowledge and teach scientific concepts through practical activities.
- To encourage the development of a range of investigative skills and the acquisition of scientific knowledge, teaching science, as much as possible, through practical investigation.
- To provide an exciting and supportive environment in which the children can become increasingly autonomous in their role as learners.
- To develop an understanding of the relationship of scientific ideas to environmental and moral issues.
- Where appropriate, to develop cross-curricular links between subjects through a topic based approach.
- To provide opportunities for children to talk about science by developing their scientific vocabulary and articulating scientific concepts clearly and precisely.

Implementation

EYFS

Our curriculum for EYFS ensures that;

Children know about similarities and differences in relation to places, object, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

Key Stage 1:

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice. They are helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions. Science is taught practically where possible and 'working scientifically' is taught through and clearly related to the science content from the programme of study.

Science work is recorded, when appropriate, in topic books.

Lower Key Stage 2:

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. They draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Science is taught practically where possible and 'working scientifically' is taught through and clearly related to the science content from the programme of study.

Science work is recorded in a separate science book.

Upper Key Stage 2:

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They also begin to recognise that scientific ideas change and develop over time. They select the most appropriate ways to answer science questions using different types of scientific enquiry. Pupils draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Science is taught practically where possible and 'working scientifically' is taught through and clearly related to the science content from the programme of study.

Science work is recorded in a separate science book.

Assessment:

Assessments are carried out through observations and practical investigations each term. Teachers use 'I can statements' and Target Tracker to monitor progress. Children will also complete next step wishes, yellow prove-it tasks using test style questions and end of unit mini tests.

Safety

It is the teacher's responsibility to plan safe activities for Science. If in doubt refer to "Safety in Science and Technology"

Report any broken or damaged science equipment to the Science Co-ordinator.

Resources

Practical science equipment is kept in labelled boxes which are located in the main resource cupboard.

Non-Fiction science books for children are kept in the school library.

Impact:

Each term, the Science Leader will analyse assessment and progress data to look for possible gaps. This is then used to inform action, where the Science Leader will offer support where necessary. The Science subject leader also reports to Governors at least once a year.