



<p>Our Science provision aims to encourage investigative skills and knowledge about the world to inspire curiosity and wonder</p>	<p style="text-align: center;">BIG IDEAS</p> <ul style="list-style-type: none"> ▪ Scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. ▪ Nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them. ▪ Uses and implications of Science, today and for the future. 	<p style="text-align: center;">CONTENTS AND SEQUENCING</p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> • Seasons • Plants • Living things and their habitats • Rocks and soils • Electricity • Space • Forces • Everyday materials • Animals (including Humans) • Sound • Light • Evolution and inheritance • States of matter <ul style="list-style-type: none"> <p><u>Key Skills</u></p> • Asking questions • Observing • Performing simple tests • Identifying and classifying • Using observations to suggest answers • Gathering and recording data </div> <p>Lessons are planned using key objectives from the Science National Curriculum programme of study. A variety of scientific enquiries are planned to allow children to investigate and practise key scientific skills.</p>	
	<p style="text-align: center;">LINKS WITH MATHS AND ENGLISH</p> <p>Each year group has the opportunity to access Science learning in English linked to texts (including fiction and non-fiction).</p> <p>Mathematical skills are applied in Science through learning about statistics and measure.</p>	<p style="text-align: center;">RETRIEVAL PRACTICE</p> <p>A repeating curriculum which revisits key scientific topics. Scientific enquiry and key skills are threaded through every year group and termly scientific investigations provide opportunity for children to practise and refine these skills.</p> <p>Curriculum mapping indicates agreed topics for revision.</p> <p>Low-stakes quizzing and 'Mini Science' for revision.</p>	<p style="text-align: center;">PROGRESS</p> <p>Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups leading to increased scientific knowledge and conceptual understanding.</p> <p>Investigations are linked to real world contexts so learning is relevant to children's life experiences.</p> <p>Teachers very quickly establish, through elicitation, prior knowledge so that skill progression is appropriate to existing knowledge and understanding. Children learn new content whilst retaining prior learning.</p>