

Downs Infants Curriculum Statement

Science



“The important thing is to never stop questioning” Albert Einstein

| Intent | Implementation | Impact |
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| What will take place before teaching in the classroom? | What will this look like in the classroom? | How will this be measured? |
| <p>At Downs Infant School we aim to <u>develop the whole child</u>. We aim that children are enabled to make the very best of their lives; having choice and opportunity in their social and economic situation, contributing to society, and developing a sense of self-worth. We aim to <u>provide a broad and balanced curriculum</u> and to fulfil the requirements of the National Curriculum and the EYFS, which is inclusive to all children. We use our curriculum drivers to feed into and inspire our children in Science. Their learning will be through coherent planning with and will be cross-curricular giving their learning a purpose and context.</p> <p>Teaching aims</p> <p>We want our children to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. We want children to experience science through the use of first-hand experience. Teachers will ensure the curriculum is knowledge rich, there is appropriate coverage of content and sequencing from EYFS through the programmes of study in</p> | <p>Curriculum Design</p> <p>We implement a curriculum that is progressive throughout the school. In <u>Reception</u> it is based upon the Foundation Stage Curriculum and Development Matters. Science in Reception is explored through the strand of ‘Knowledge and Understanding of the World – The World’ and ‘Physical Development – Health and Self-care’. In <u>Key Stage 1</u> our Science curriculum is based on the 2014 Primary National Curriculum in England.</p> <p>We aim to provide a variety of diverse hands-on experiences and activities to enrich their learning. Progression documents and medium term plans inform teachers of the overview of the subject and where there are cross-curricular links. There are more in depth termly plans where lessons are planned in more detail and can be taught weekly, in a science week or linked with English. In Year 1, ‘seasonal changes’ is often an on-going interactive display on the classroom wall.</p> <p>The teaching of Science follows a cross curricular approach and evidence of this can be seen in</p> | <p>In <u>Reception</u> the areas of learning most relevant when measuring the impact of our teaching is ‘Knowledge and Understanding of the world’. In Reception children have a baseline assessment and then they are assessed using Development Matters statements before being assessed as to whether or not they have achieved the Early Learning Goals in June. In the EYFS assessment is recorded through observations in children’s online learning journals via tapestry.</p> <p>In <u>KS1</u> children are assessed against the National Curriculum. Teacher judgements are made from observations in class and by talking to the children (pupil voice). This includes asking review questions at the end of lesson and asking open-ended questions. When topics are re-visited, it is an opportunity to embed and reuse their knowledge and skills from previous learning. Progress made by individuals is made by assessing work against the learning objectives and children are also encouraged to self-assess.</p> |

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| <p>KS1 and beyond if appropriate.</p> <p>Aspirations for learners</p> <p>Our aim is to develop how children work scientifically and confidently alongside the content we teach. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science, linking it with their lives.</p> | <p>areas such as English (e.g. Year 1- animal and History (Year 2 – materials)</p> <p>Enrichment and Wider Community</p> <p>We encourage exploring local areas, Preston Park and Blaker's Park. Also we have the use of our own Apple Alley and school pond.</p> <p>We encourage inviting people in to school (from the local community and parents) to share real-life experiences with the children.</p> <p>e.g. in Reception, we have invited parents in to share their knowledge about links with transport to extend children's experiences of the world.</p> <p>We have an outdoor area (the garden) in EY which is used daily to give opportunities for investigations of the natural world.</p> <p>Learning walks provide an opportunity to look at science within classrooms and provide an opportunity to review and prioritise different areas. This can raise where support is needed and actioned, either in PDM, year group focus sessions etc.</p> | <p>As a whole school we meet and bring along different examples of work to moderate and discuss thus producing a bank of resources which future teachers can use to aid their teaching, expectations, the children's learning and assessment. Also the school is organised into subject teams which periodically have subject teams' evaluation days which peer review Intent, Implementation and Impact.</p> |
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