Curriculum Intent

At Haydon Wick We aim to prepare our children for their future with a "hands -on" science curriculum that enables them to confidently explore and discover the world around them. We motivate and actively engage our children, to nurture and grow their curiosity. Core scientific knowledge is delivered through direct teaching, experimentation and exploration. As pupils progress, they are encouraged to think critically, develop a more rigorous understanding of scientific concepts and understand how the sciences shape our future and contribute to wealth of our nation.

Science in a Nutshell

Curriculum Implementation

At Haydon Wick we ensure that the teaching of science is supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. We use a range of resources to plan from, including Kent planning and Bath TAPS resources. Enriching opportunities such as STEM week and cross curricular links ensure science has a place at the core of our curriculum.

Curriculum Impact

Ongoing formative assessment takes place throughout the year via observation and pupil conferencing and planned TAPS assessment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Age related expectation levels are reported to parents at the end of the year.

			KS1		Lower KS2		Upper KS2	
			Y1	Y2	Y3	Y4	Y5	Y6
WORKING SCIENTIFICALLY	PLAN	Planning	• asking simple questions and recognising that they can be answered in different ways		• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests		• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
	DO	Observing	• observing closely, using simple equipment • performing simple tests • identifying and classifying		• making systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers		• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	
		Recording	• gathering and recording data to help in answering questions		• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
	REVIEW	Concluding	• using their observations and ideas to suggest answers to questions		• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings		• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	
		Evaluating			•using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		• using test results to make predictions to set up further comparative and fair tests. • identifying scientific evidence that has been used to support or refute ideas or arguments