

Stakesby Primary Academy

Science at Stakesby



Mission Statement:

At Stakesby Academy, we approach science with an enquiry based question that our children work to form an answer to. They achieve this using research informed investigations and scientific enquiry to form an understanding and practical knowledge of key scientific areas of biology, chemistry and physics.

Big Ideas/ Skills:

We introduce our children to working scientifically from Reception, where the key skills of observation, classification and pattern identification, controlling comparative and fair testing, research and modelling are explored throughout a variety of enquiry questions.

We aim to ensure all children have a broad and balanced knowledge of science and can apply key skills an knowledge learnt previously to support them in their new learning.

Our curriculum is progressive and developmental, meaning our children have the opportunity to revisit key skills often to develop and apply them with confidence as they grow and become scientists.

Retrieval of Knowledge/ Skills:

Our retrieval approach targets key elements of previous terms and years learning to ensure this is not forgotten. We use interleaved techniques to prime our children's memory at the start of each session, retrieving learning ready to build upon within that session – as well as making links to previous topics where applicable.

Links across the curriculum:

Knowledge based skills are often linked to our wider curriculum through the texts we have chosen to cover alongside science topics in English writing sessions and whole

class reading.

Key skills from DT are also used and retrieved during sessions in which we are making and testing products such as levers, pulleys and springs etc.

Elements of biology are retrieved often within forest schools in which the identification and classification of plants and animals often overlaps with similar areas within the science curriculum.

SEND:

Our quality first teaching approach, ensures that all children have equal access to science – where applicable and appropriate, barriers such as reading are eliminated using technology to ensure all children can access tasks. There is also support when recording information, such as scaffolds, to ensure specific learning barriers do not prevent children from accessing science.

Outcomes:

All children should leave Stakesby with a solid foundation in all three disciplines of science and have a robust understanding and experience of conducting fair and measured testing – reporting on and reflecting on the outcomes of these tests. This will prepare them well to further explore areas of science at secondary school and beyond.