



SCIENCE

Intent

The Science curriculum at The Blessed Sacrament Catholic Primary School is designed to allow all pupils to deepen their understanding of the world around them through the scientific disciplines of biology, chemistry and physics. Science has strong links to Maths, Computing and Design Technology and therefore is part of our STEM faculty. Our curriculum is progressive and each unit allows pupils to increase their scientific knowledge, develop their scientific vocabulary and improve their working scientifically skills. In line with our STRIVE values, we aim to create science lessons in which pupils are self-motivated; are given opportunities to explore their own scientific questions and work together to deepen their understanding of science and its real-life application.

Implementation

As a core subject, Science is taught continuously throughout the year and follows the statutory framework for EYFS and National Curriculum 2014 requirements for Y1-6. Our curriculum is clear in identifying the key knowledge and vocabulary we want pupils to know and ensures that working scientifically skills are embedded throughout each unit. Teachers adhere to health and safety policies to ensure activities are safe. When planning, teachers take into consideration the life experience of our pupils, seeking to provide enrichment opportunities and examples of real-life applications of Science. We provide pupils with first-hand practical experiences as well as using secondary sources to develop their knowledge and understanding of more abstract ideas.

Impact

At The Blessed Sacrament Catholic Primary School, assessment is an integral part of the teaching process and we make formative judgements during each lesson. Teachers are expected to use oral responses, individual science books as well as whole class floor books to provide evidence for assessment of Science and inform their future teaching. In addition to statutory End of Key stage teacher assessments, summative judgements are made in relation to year group expectations on a termly basis which are then analysed by the Science subject leader.

Curriculum Coverage

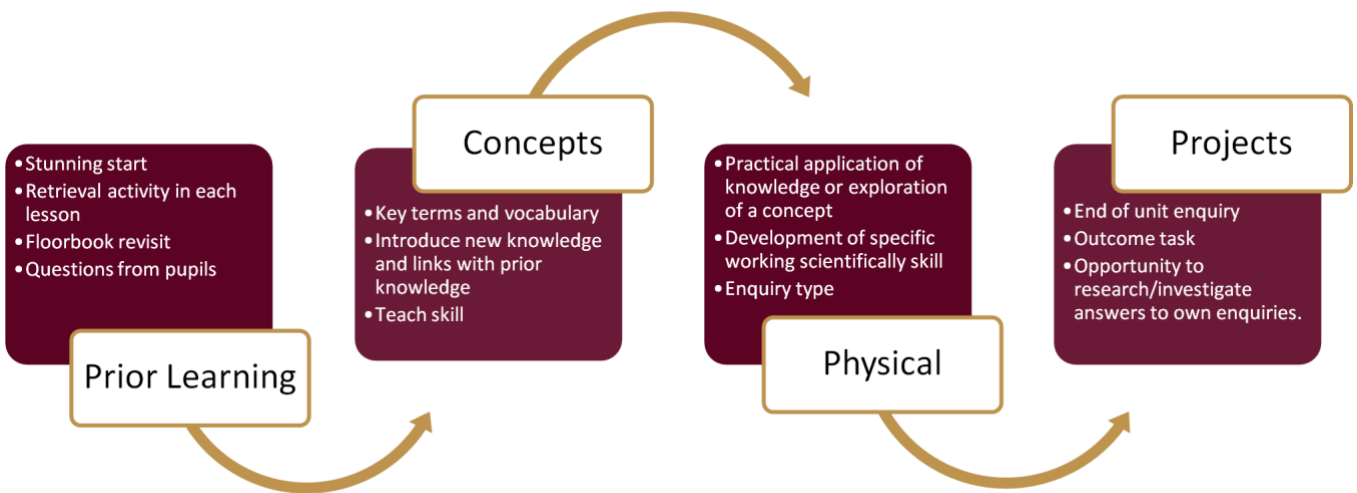
1	Everyday Materials	Human body parts and senses	Seasonal changes	Plants	
2	Use of everyday materials	Human growth and survival	Living things and their habitats	Growing plants	
3	Rocks and fossils	Skeletons and muscles	Nutrition	Light	Plants
4	States of matter	Digestive system and food chains	Grouping and classifying	Electricity	Sound
5	Properties of materials	Human growth and change	Lifecycles	Movement	Earth and space
6	Light	Circulatory system	Classification	Circuits	Evolution
Working scientifically and enquiry embedded across all units					

This Year's Focus

1. Staff training increases confidence in teaching and assessment of science.
2. Embedding retrieval activities in Science lessons.
3. Learning in Science is embedded in to long term memory.

EXPECTATIONS

Learning Model



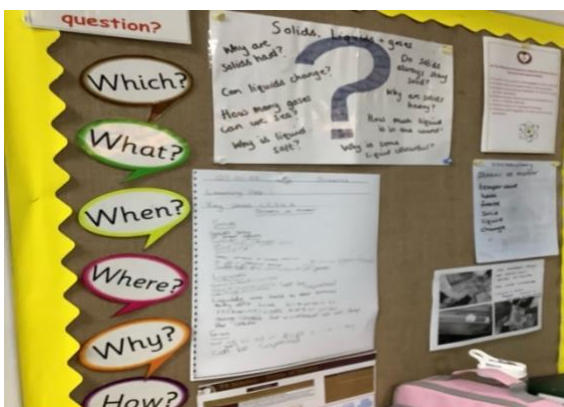
Working Wall

- Current unit Knowledge Organiser.
- Unit specific and any ongoing vocabulary.
- Questions from pupils linked to unit.
- Examples of whole class/individual work

Books

- Knowledge organisers in pupil books
- Mixture of child and adult entries into floorbook
- Use of floorbook when recapping previous learning.

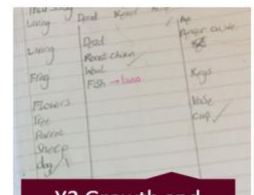
Display



Examples of work



Y1 Materials



Y2 Growth and survival



Y3 Skeletons and muscles



Y4 Classification



Y5 Lifecycles



Y6 Evolution

Assessment

- Retrieval practice activities
- Ongoing teacher assessment during lessons.
- Termly assessment judgements made on Arbor.
- Statutory end of KS teacher assessments.