West Heslerton CE Primary School Curriculum statement for the teaching and learning of Science

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<tr><td>ETHOS</td><td colspan="4">“Children are at the centre of all we do”
We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.
The hallmarks of a Christian life lived well are shown in the fruits of the Spirit –
‘But the fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-control. Against such things there is no law.’ Galatians 5:22-23</td></tr>
<tr><td>SCHOOL INTENT</td><td colspan="4">As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.
To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.
Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</td></tr>
<tr><td>SUBJECT INTENT</td><td colspan="4">At West Heslerton, our intention is to foster and develop our children’s curiosity in the subject of Science, whilst also helping them to fulfil their potential. Moreover, we aim to prepare our children for life in an increasingly scientific and technological world. We intend learning in science to be through systematic investigations of the physical, chemical and biological aspects of their lives that rely mainly on first hand experiences, leading to them being equipped to answer scientific questions about the world around them. It is our intention that, through investigative science, children will continue to deepen their respect for the natural world and all its phenomena, and increase their care and appreciation of it.

We aim to:
develop enjoyment and interest in science
develop an appreciation of its contribution to all aspects of everyday life
build on children’s curiosity in, and sense of awe at, the natural world
use a planned range of investigations and practical activities to give a greater understanding of the concepts and knowledge of science
introduce children to the language and vocabulary of science
develop their basic practical skills and their ability to make accurate and appropriate measurements
develop use of equipment in their science studies
extend the learning environment for our via environmental areas and the locality
promote a healthy lifestyle in our children</td></tr>
<tr><td rowspan="2">UNDERPINNED BY</td><td>High expectations</td><td>Modelling</td><td>Fluency</td><td>Vocabulary</td></tr>
<tr><td>All children are expected to make at least good progress from their starting point and achieve their full potential.</td><td>Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.</td><td>Children apply the skills taught confidently and independently across the curriculum.</td><td>Ambitious vocabulary is taught explicitly and can be used by children appropriately.</td></tr>
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<tr><td></td><td>Spiritual development
Demonstrating openness to the fact that some answers cannot be provided by Science
Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment
Considering the size of the universe, how it might have been formed and our relation to it</td><td>Moral development
Offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place
Considering that not all developments have been good because they have caused harm to the environments and to people
Encouraging pupils to speculate about how science can be used both for good and for evil</td><td>Social development
Using opportunities to explain how to keep other people safe and hot they might protect younger or more vulnerable people
Exploring the social dimension of scientific advances eg, environmental concerns, medical advances, energy processes</td><td>Cultural development
Asking questions about the ways in which scientific discoveries from around the world have affected our lives (eg.there is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions)</td></tr>
<tr><td rowspan="3">IMPLEMENTATION</td><td colspan="4">Skills, knowledge and vocabulary are taught following the National curriculum and adapted for our setting.
In EYFS we use the ‘Birth to 5 Matters’ guidance and the Development Matters Checkpoints to track progress, these are non-statutory - only the ‘Early Years Framework’ is statutory. See EYFS UWT Long term Progression Plan.</td></tr>
<tr><td>Independent Learning
Tasks are set for children to promote independent learning, time management, organisation and problem solving.
This is known as Busy Brain Time in EYFS/Yr1.</td><td>Cross Curricular
This subject is taught across the curriculum ensuring that skills are applied in other subjects.</td><td>Wider Opportunities
The children are given the opportunity to experience Science in other ways through:
Visits (Scarborough Science and Engineering week, STEM Activity Days)
Visitors (Malton Science Bus)
Workshops delivered by various groups
After School Clubs</td><td>Outdoor Learning
As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary.
EYFS and Yr1 also have continual access to outdoor learning as part of their provision.</td></tr>
<tr><td>Inclusion
All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons.</td><td>Continuous Professional Development (CPD)
To further staff’s subject knowledge and skills, professional development is undertaken when required.</td><td>Nurture
The six principles of nurture are woven throughout our curriculum.
Learning
Wellbeing
Behaviour
Language
Safety
Transition</td><td></td></tr>
<tr><td>IMPACT</td><td colspan="4">We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work.

We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work. EYFS checkpoint assessments are monitored at the end of each term.</td></tr>
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MONITORING METHODS	Pupil Voice	Evidence in knowledge	Evidence in skills	Outcomes
	Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject. With their work as a prompt, children can talk about their learning.	Children can recall key information showing knowledge of their subject from which to build on further.	Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above National Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.