



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

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| ETHOS | <p style="text-align: center;">“Children are at the centre of all we do”</p> <p>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.</p> <p>The hallmarks of a Christian life lived well are –</p> <p>· Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness</p> <p>Galatians 5:22 – 23</p> | | | |
| SCHOOL INTENT | <p>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.</p> <p>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.</p> <p>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.</p> | | | |
| SUBJECT INTENT | <p>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.</p> <p>We aim to:</p> <ul style="list-style-type: none"> • 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 | | | |
| UNDERPINNED BY | High expectations | Modelling | Fluency | Vocabulary |
| | All children are expected to make at least good progress from their starting point and achieve their full potential. | Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations. | Children apply the skills taught confidently and independently across the curriculum. | Ambitious vocabulary is taught explicitly and can be used by children appropriately. |

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| IMPLEMENTATION | <p>Skills, knowledge and vocabulary are taught following the National curriculum and adapted for our setting. In EYFS we follow the 'Birth to 5 Matters' and use 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.</p> | | | |
| | 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. | Cross Curricular This subject is taught across the curriculum ensuring that skills are applied in other subjects. | 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 Children's University After School Clubs | 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. |
| | 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. | Continuous Professional Development (CPD) To further staff's subject knowledge and skills, professional development is undertaken when required. | Nurture The six principles of nurture are woven throughout our curriculum. <ul style="list-style-type: none"> • Learning • Wellbeing • Behaviour • Language • Safety • Transition | |
| | <p>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.</p> <p>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.</p> | | | |
| 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. |

