A BEST KEPT primary curriculum

(How does my subject fit in?)

Subject: Science

Accessibility	Use of word banks and explanations of key terminology to support with understanding and context. Wall displays with diagrams and labels or matching pictures, where possible. Cupboard contents is labelled with names. Breaking words down into meaning e.g., photosynthesis. Verbalise new language, repetition and speaking aloud. Consider a variety of methods e.g., brainstorms, Venn diagrams. Consistent format, particularly for practical work to ensure 'predictability' and for children to feel 'safe'.
Behaviours (individual, group and community behaviour)	Question the world around them – why are things the way they are? To be able to work in groups and independently. STEM week – wider community engagement and family engagement with science. Science projects – taking learning home.
Experiences: (what experiences do you want the children to have?)	Regular trips, visitors and experiences relating to science learning (e.g., Space centre, ThinkTank and Beekeeper visit) Resources accessible to all children to ensure practical, exciting learning and memorable learning experiences. Everything in a good condition to allow for different investigations to take place. Learning about famous scientists or inventors, including activists for things such as climate change and the environment – Greta Thunberg, David Attenborough.
Skills	Questioning, observing, investigating, noticing the wider world around them, exploring their surroundings, grouping and classifying. **Science Enquiry, Working Scientifically – SC1 Skills**
Thinking	Resilience, Persistence, Curiosity, Fairness, Collaboration and Problem-Solvers. Chn are developing these attitudes through their investigating, exploring and questioning of the world around them. Resilience to find the solution to solve the problems presented to them, the persistence of finding the correct way/enquiry type to solve the investigation, curiosity of the world around them and a fairness both in testing but also in their way of working collaboratively with others. How can we ensure that everybody's idea are considered, utilised and included.
Knowledge	Core knowledge in the key subject areas: - Animals Including Humans - Plants - Light - Sound - Electricity - Changes – evolution and seasonal - Forces and Magnets - Earth and Space - States of Matter - Everyday Materials - Living Things and their habitats
Enduring	The children are given lots of extra-curricular visits and experiences that enhance their learning and make it more memorable. Revisiting the learning in different year groups to check their understanding and ensure it is remembered as they move through the school e.g Electricity in Y4 and Y6.

	Our curriculum creates opportunities for children to access/pursue their learning at different points, for example by giving out KO at the start of a topic they are provided with the opportunity for them to access reading/online materials **prior** to their topic. Making their learning exciting and engaging so that they develop that passion and that **curiosity** to then further explore a topic or subject area.
People	**Class teachers to deliver science lessons.** Scientists and Inventors from history and current times.
Technology	Use of IPADs for recording presenting data or sharing learning and reflections. Chromebooks for research.

Staff member completed by: Hollie Allsopp Date: 27.10.23.