**Science**

**Intent, Implementation and Impact**

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| **Intent** | **Implementation** | **Impact** |
| Science teaching at Lunsford aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of science, today and for the future.  Through high-quality science teaching we aim to do this by:  • Delivering high quality, interesting and engaging science lessons.  • Teaching science in a global and historical context; including the contributions of significant scientists.  • Developing and extending pupils’ scientific knowledge and understanding.  • Developing pupils’ ability to work scientifically and involve pupils in planning, carrying out and evaluating investigations.  • Developing pupils’ scientific vocabulary and ability to articulate scientific concepts clearly and precisely.  • Ensuring that all pupils are appropriately challenged to make good progress in science.  • Using scientific contexts to develop and consolidate cross curricular skills in English, Maths and Computing, where relevant. | At Lunsford Primary School, we:   * Plan scientific learning following the Early Years Foundation Stage Curriculum through the area of ‘Understanding of the World’. Some opportunities for scientific enquiry are teacher-led while others are child-led. Learning in EYFS is evidenced through observations and teacher assessments, alongside other EYFS assessments using Tapestry. * Follow the new National Curriculum in KS1 and KS2 to ensure that statutory requirements are covered (teachers may also refer to the non-statutory guidance which provides additional support). Units are mapped out in the school’s long-term plan (the curriculum overview) in liaison with class teachers, in order for teachers to plan for cross-curricular links to other subjects, when possible. Some units are split in order to observe changes over time. * Ensure the progression of subject knowledge and working scientifically skills from the foundation stage and throughout key stages 1 and 2, as set out in the Science Progression Map. * Use a variety of resources including the Kent scheme of work, Ogden Trust, Explorify, PZAZ, Twinkl and PLAN to plan high quality science lessons. Schemes of work are adapted by class teachers in accordance with the learning needs of the children across the school, planning for outdoor learning opportunities where possible. * Embed ‘Working scientifically’ throughout the units of work so that these skills are taught in context and not as stand-alone skills. * Teach science weekly. Approximately 60 minutes are allocated to the explicit teaching of science per week. Where possible, a new unit is taught each half term. Some units may be split in order to see changes over time (for example, Seasons and Plants). * Plan lessons with clear learning objectives and steps to success, with differentiation as appropriate to ensure that all learners can access the curriculum and make progress in each session. * Use knowledge organisers for each unit to aid the children in learning and remembering the key scientific concepts and vocabulary being taught. These are displayed in the classroom. * Record learning in different ways; independently in their science books in the form of diagrams, tables, formal recording methods, labelled photographs and so on, and as a class within the science floor book. The science floor book, which is updated termly, provides evidence of learning not necessarily recorded by the children independently in their books and is an opportunity for pupil voice and celebration of science. * Provide additional support for children with SEN as needed, for example with reading support, word banks or alternative recording methods. * Provide enrichment opportunities including Science Weeks, visitors to the school, Forest Schools and Inspiration Days to extend the children’s learning beyond the core requirements of the National Curriculum. | As a result:   * Children will enjoy science. * All children, including SEN and disadvantaged children, demonstrate a high level of involvement in learning and are supported in their learning. * Children will have a good understanding and recall of the scientific concepts they have learned about in the classroom. * Children’s knowledge will be evident through the work in their books, the science floor book and through pupil voice. |