



West Park CE Primary Science on a Page

INTENT- What pupils will learn at West Park?

Teach skills that progress from EYFS to Year 6.	Recognise the importance of science in every aspect of daily life.	Increase pupils' knowledge and understanding of the world.	Develop pupils' skills associated with science as a process of enquiry.	Develop the natural curiosity of each pupil.	Enable children to become enquiry based learners.
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IMPLEMENTATION- What teaching activities are planned at West Park?

Planning - Science is planned using the National Curriculum, dictating which units are taught by which year groups, ensuring progression across the school from EYFS to Year 6. Topics often reoccur in higher year groups and new knowledge is based on the previous learning. All children are given the opportunity to investigate (working scientifically) in each unit and practical work and experiments are encouraged. All pupils have the opportunity of visits and visitors to bring their science learning to life; for example, the Space Dome or Jaws and Claws.	Recording - In KS1 science work is recorded in topics books and a class floor book. The focus in lessons is on discussion and participation rather than writing and the children respond in a variety of ways, including: group comments and labelled photos or diagrams. It is similar in KS2 but they have a designated science book, where different parts of an investigation or experiment are focussed on each time: planning, setting up, observing or measuring, interpreting and evaluating – these demonstrate the depth of the children's knowledge and understanding.
Assessment - Science is assessed at the end of each unit using an assessment grid on Insight, which links directly to the National Curriculum objectives used for planning. Teachers use their professional judgements based on both oral and written responses. Assessments are based upon a variety of sources: quizzes, tests, discussions, written and recorded reports.	Vocabulary - Developing the use of the correct vocabulary in science is crucial and so key vocab is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their understanding clearly and effectively. Science 'Vocabulary Boxes' allow pupils to explain and readdress vocabulary from the current and previous units.
EYFS - Our children's journey in science starts in the Foundation Stage and is woven into the majority of areas of the EYFS Curriculum. It is introduced through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. Their learning is recorded on Tapestry, an online learning journal.	Enrichment - We have a wide variety of enrichment activities across KS1 and KS2, which is helped by having a working Science Lab that all of the KS2 classes have their science lessons in and KS1 classes visit to 'feel like' scientists. In Science Week, all children are immersed in a variety of activities that stretch them beyond the usual National Curriculum topics.
Adaptation - Our children with SEND access the science curriculum through careful teacher assessment. Lessons are carefully planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Children are supported in a variety of ways, including: support from LSAs, peers and adapted activities.	Values – 'Let your light shine' We provide opportunities to encourage and challenge all pupils to shine through our inclusive curriculum which is inspired by shared Christian beliefs, values and practices in our school family. Our school values of kindness, independence, faith and creativity are evident in our school day and our curriculum.

IMPACT- What will pupils remember and be able to do?

Evidence shows progression of what is taught.	Children can question ideas and reflect on their knowledge.	Children can draw conclusions following investigations.	Children are equipped with scientific skills and knowledge, ready for life beyond primary school.	Children can suggest ways to investigate a hypothesis, ensuring the test is fair.	Children are able to articulate their understanding of scientific concepts using scientific language.
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