



# Picknalls First School

## Science Curriculum Statement 2022/2023



### Intent

Science for Picknalls is a subject that all children can access regardless of their areas of strengths, weaknesses or ability in other subject areas. Science can be the wonderful, exciting subject that is the best part of the week for some of our children. Science is based on effective questioning and this can really support children in their learning across all subjects too. From an early age we encourage the awe and wonder of Science and the fundamental skill of questioning. Pupils are encouraged to investigate enthusiastically; challenge the orthodoxy; and through their actions and reactions point out the absurdity of common practice and norms. Science in our curriculum is thought-provoking, stimulating and fun. It will involve plenty of 'hands on' work, finding out from first-hand experience and testing hypotheses, in line with 'working scientifically' from the National Curriculum document.

### Implementation

All Key Stage One and Key Stage Two staff use the Focus Assessment 'I can' statements for Science. By ensuring rigorous use of this document each year group only covers their own objectives and can easily see previous year groups 'I can' statements. Therefore, prior learning can be quickly revised, and new learning can begin immediately. In the Early Years, staff use the Development Matters document to support their pupils learning. The Characteristics of Effective Learning truly lend themselves to Science. The Understanding the World strand of the EYFS curriculum also introduces the child to Science and the fundamental skills of 'Being a Scientist.'

To begin each term parents receive a topic information sheet from their child's class teacher, this informs the parents of what is to be covered that half term for each subject area, this includes Science. These can be found on our website for all stakeholders to see. Also, teachers create an overview of each subject that the Head Teacher receives that outlines the intentions of coverage each half term.

All teaching staff have a one page to view progression of skills and progression of topic areas, so they can clearly see the progression from year to year. If staff feel they have pupils in their class that are above average and meet all the 'I can' statements they also have some guidance in how to push them into "Greater Depth" without moving them into the next year group statements.

#### ***Staff Training and Support for New Staff***

The Science lead attends a Science update with our pyramid schools through our teaching school. This is a great networking opportunity for us as Science leaders. It enables the first schools to discuss assessment and expectations of our pupils against what is expected as they enter the middle schools. We also get our own CPD training which is then passed onto our school in staff meetings. The sessions can be based around many different themes: Resources, funding/grants, cross curricular links, investigations, online resources, apps and national updates.

#### ***Scientific Vocabulary***

All teaching staff have copies of scientific vocabulary that is expected in their lessons for each topic. They know that the vocabulary is to be modelled by the teacher, then used accurately by the pupil orally and in their recorded work. The pupils have a KWL grid that is stuck into their book at the beginning of their topic, this therefore encourages them to ask questions before any teaching has begun, an essential skill within science.

#### ***Book Scrutiny***

A coverage scrutiny has been conducted, however, this is due to be repeated and is a next step. We look for coverage of the curriculum, vocabulary within written work, concise lesson question and an activity that directly relates to it.

#### ***Curriculum Links***

As Picknalls uses a 'Connected Curriculum' for afternoon teaching, Science often links with other subjects. This can be found on the parent information sheets each half term. Sometimes Science does not lend itself to the topic and will just be taught discretely as to avoid tenuous links with other subjects.




### ***Resourcing and Trips***

Resourcing is of a good standard. Science day provided all children with resources to access their learning for the day. There is a small amount of communal science resources in the central resource room, then year groups store the resources needed for their topics.

### **Impact**

Our Connected Curriculum has meant that the profile of Science has been raised. Our learners look forward to their Science lessons because they know they can be successful, they will have fun and they will achieve.

### **Next Steps**

-  To visit a pyramid school to see how science looks
-  To complete an up to date book scrutiny
-  Resource audit for each year group

Written by Mrs Fenton  
Science Leader

