



Ringway Primary School

Curriculum Statement

Science



“Science knows no country, because knowledge belongs to humanity, and is the torch that illuminates the world.”
Louis Pasteur

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's leadership team will:</p> <ul style="list-style-type: none">• Derive a science curriculum which is sequenced to develop the acquisition of knowledge and skills.• Ensure the curriculum leader has appropriate time to develop their specific curriculum intent through careful research and development.• Provide sufficient funding to ensure that implementation is of high quality.	<p>Our teaching sequence will:</p> <ul style="list-style-type: none">• Be based upon the National Curriculum for reception to year six, incorporating reviews of prior learning and next steps in skills and understanding.• Provide information and scientific concepts.• Incorporate the introduction, reinforcement and use of specific key vocabulary.• Provide opportunities for the children to investigate in a variety of contexts.• Obtain and present evidence through observations, comparisons and collected data.• Consider and evaluate evidence, making connections with scientific knowledge and understanding.	<p>Pupil Voice will show:</p> <ul style="list-style-type: none">• A developed understanding of the methods and skills of scientists at an age-appropriate level.• A secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge.• A progression of understanding, with appropriate vocabulary that supports and extends understanding.• Confidence in discussing science, their own work and identifying their own strengths and areas for development.

<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support both teaching and staff in their delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as scientists. • Ensure an appropriate progression of science skills and knowledge is in place over time so that pupils are supported to be the best scientists they can be, and challenge teachers to support struggling scientists and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Include learning walls which include high-quality information and key vocabulary. • Be organised so that children can work in small groups or whole class as appropriate to support pupils in development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities to practise and refine their skills. • A varied and engaging curriculum which develops a range of scientific understanding and skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all the areas of the scientific curriculum.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Design a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to learning. • Ensure that resources are appropriate, of high enough quality and are plentiful so that pupils have the correct tools and materials. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged as they are challenged by the curriculum with which they are provided. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a scientist because they know how to be successful • Safe and happy in science lessons which give them opportunities and encouragement to take their next steps in learning. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence through feedback that is positive and focuses mathematical skills and knowledge. • Develop mathematical skills and confidence over time due to careful planning, focused delivery and dedicated time to hone new and existing skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Collate appropriate evidence over time that evidences pupils growing knowledge. • Monitor the standards in the subject to ensure that outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide-reaching and positive.