



## Rational

“A high quality science education provides the foundations of understanding the world.”  
OFSTED, “Maintaining curiosity” Science report 2013.

## Aims

We aim to:

- Develop scientific knowledge and understanding.
- Stimulate children’s natural curiosity.
- Encourage the children to ask questions.
- Provide a wide range of practical investigative opportunities.

## Objectives

The children will learn:

- The importance of asking questions.
- How to carry out investigations that are meaningful, safe and fair.
- To stay healthy and its importance to their life.
- How to make comparisons.
- That there are wider scientific issues that affect the lives of all people – e.g. climate change, environmental concerns.
- To use the correct scientific vocabulary.
- To know that science influences our daily lives.
- A basis of relevant scientific knowledge.

## Planning

Science will be taught in a thematic creative curriculum approach to enrich the requirements of the Early Years Curriculum and the National Curriculum. Science weeks will take place twice a year focussed on developing the children’s observation and prediction skills. Planning will be moderated for continuity, progression and coverage by the science co-ordinator. Wherever possible, learning in science will be enhanced by outside visitors to demonstrate scientific phenomena or to provide links to the wider

world. The emphasis will be on hands on learning wherever possible. Links to the literacy and numeracy curriculum will be made to develop learning in those areas.

### **Assessment & Recording**

This will be done in line with whole school procedures. Teacher assessments are recorded informally using objective boards and post-it notes and annotations to recorded work, especially in 11<sup>th</sup> day books. These assessments can also be made by Teaching Assistants. Children will be given a level for science three times per year. At the end of Year Two this level will be reported as part of their statutory assessments.

### **Inclusion**

All children have an equal right to access the curriculum regardless of gender, ethnicity or ability. Able children or those with Special Educational Needs will be catered for through class teacher differentiation. This is in line with the requirements of the SEN and Gifted and Talented policies.

### **Transition**

Records completed will be passed to the subsequent teachers and any children with particular interests or abilities will be highlighted to their new teachers. As part of moving to junior school, there will be time for Year 2 and 3 teachers to meet to discuss children, prior to changing schools, where science can be discussed.

### **Role of the Science Co-ordinator**

The science co-ordinator will ensure that staff is kept up to date with national and local priorities. They will also monitor teaching, learning and planning for progression and pupil achievement. The co-ordinator will liaise with staff to ensure that any required training methods are met. They will also encourage staff to identify any areas of the science curriculum that are under resourced. The co-ordinator will also take responsibility for the maintenance and ordering of resources. The science co-ordinator will also manage the arrangements for termly science weeks.

This policy will be reviewed November 2018.

## Policy Change History Sheet

Policy title: Science		
This policy was rewritten May 2014		
Review Date	Section	Summary of change
7.5.14	Rationale	Has been made more concise and focused.
	Aims	Reduced to 4
	Objectives	Two additions from new national curriculum.
	Planning	Some terminology changed e.g. EYFS, creative curriculum, Links to literacy / numeracy.
19.11.16		Updated – no amendments made. E Luke