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| D:\Blyton School Logo.jpgBlyton cum Laughton Church of England Primary School**‘I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.’** **Psalm 32:8**BcL READING-INSPIRED CURRICULUM: SCIENCEINTENT, IMPLEMENTATION AND IMPACTSubject Team: Mrs Fernandez (Lead) & Mrs Batey |
| INTENT: |
| At Blyton cum Laughton Church of England Primary school, our intent is that all of our children become curious about the world around them and science helps them understand that world. Primary science helps pupils to: investigate problems, learn how science works and discover why science matters in the world. Our science curriculum is designed to fully reflect the school aims of providing a curriculum that motivates, inspires and meets the needs of all pupils. Our intent is that children learn science knowledge through the stories we read in our BCL Reading-Inspired Curriculum. The skills of ‘working scientifically’ are embedded into our lessons to ensure these skills are developed and built upon over time. We encourage children to ask questions and to come up with their own ways to answer them through an enquiry based approach. Where possible science lessons are linked to our BcL Extraordinary Lives: our structure for learning about scientists past and present. By the end of each key stage, we expect children to have met the objectives set out in the National Curriculum. We achieve this by ensuring that a progression of scientific knowledge and skills is taught throughout a child’s journey at Blyton cum Laughton Church of England Primary School.Using our school Christian Values, we will:Friendship - develop the communication skills to work together scientificallyCourage - meet new scientific challenges with positivityHope - persevere and try different ways to reach an answerThankfulness - feel confident in our skills and knowledgeCompassion - use our communication and scientific skills to support othersTrust - have faith in the knowledge and skills we have already to meet new challenges |
| IMPLEMENTATION: |
| Careful consideration is given to aligning science topics with the overarching BcL Reading-Inspired curriculum and our BCL Extraordinary Lives wherever possible to help to build and retain knowledge and enhance cross-curricular learning. This gives pupils the opportunity to make real life historical and geographical links to their developing scientific knowledge. Our curriculum progressively develops skills working scientifically and knowledge through explicit teaching. The discrete teaching of vocabulary is at its heart, which subsequently builds through the programmes of study and year groups. The implementation of whole year science walls in all classrooms has enabled children and adults to make references, further reinforce vocabulary and as a revision aid focusing on the teaching of scientific vocabulary.Through our planning, we involve problem-solving opportunities that allow children to find out for themselves. As a scientist, children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers as well as becoming more proficient in selecting and using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence. Enrichment opportunities, including educational visits and visitors, help develop children’s science knowledge and aim to offer aspirational experiences. These are purposeful and link with the knowledge being taught in class.Activities and tasks provide learners with the appropriate level of support and challenge. |
| IMPACT |
| We endeavour to increase children’s knowledge and understanding, so that they become proficient in selecting and using scientific equipment, collating and interpreting results as well as becoming increasingly confident in their ability to draw conclusions based on real evidence. Our curriculum delivery is designed to promote critical thinking, questioning skills and the use of a wider range of vocabulary in communicating with their peers. End pointsBy the end of EYFS, pupils will* Explore the natural world around them, making observations and drawing pictures of animals and plants
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

By the end of Key Stage 1, pupils will:* Be encouraged to be curious and ask questions about what they notice
* Be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.
* Begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

By the end of Key Stage 2, pupils will:* Pupils will broaden their scientific view of the world around them through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments and by beginning to develop their ideas about functions, relationships and interactions.
* Ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information.
* Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out
* Read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge
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