

**Church Lane Primary School and Nursery**

**Science Policy**

*Men love to wonder, and that is the seed of science – Ralph Waldo Emerson*

*Science gives man knowledge which is power – Martin Luther King Jr*

**Intent**

Our intention at Church Lane Primary School and Nursery is to develop children’s sense of awe and wonder in the world around them. Encouraging them to fully engage in the world and question and investigate what they see. We want our curriculum to be ambitious and we have designed it to give all our children the knowledge and cultural capital they need to succeed in life past primary; giving them the opportunity to aim for a variety of careers.

**We will ensure that our intention is met through…**

* Providing a broad and robust curriculum for our children to work through which challenges them and stimulates their interest in Science
* Delivering engaging Science lessons that provide the children with regular opportunities to complete practical Science work
* Ensuring our children are aware of how Science applies to their everyday life through texts and stories.
* Giving our children the opportunity to ask their own scientific questions and have an input in to the planning of their experiments.
* Ensuring our children have access to our outdoor learning environment, visits from specialists and local facilities to enhance the delivery of our curriculum and engage our children’s interest.
* High quality and level vocabulary will be introduced in each lesson alongside knowledge which will be built upon through the children’s time in school.

**Our curriculum**

At Church Lane, we have designed our curriculum in a progressive way from Nursery through to Year 6. Based on the Government’s curriculum it has been adapted and takes in to account the aims and schemes of work set out within that document alongside the needs of our own children to ensure that we deliver a tailored curriculum that supports our children to achieve the best they can.

Our curriculum is laid out in the following way:

1. Science knowledge is split in to five main areas: Our world, Life around us, Our bodies, Materials and Forces. This knowledge is accompanied by working scientifically procedural knowledge and questions that the children look at within each main area of science. These main areas are set out progressively (From Nursery to Year 6) to ensure that the children’s knowledge is chronological and builds on what they already know (This information is in the Progression document).

2. Each year group has a set area of science per half term – this is shared with the children in a child friendly question, which encourages our children to engage with being scientists whilst introducing them to high quality vocabulary. (This information is in the Yearly map)

3. Each question is then explored by the children through several lessons, which assist the children in gaining and building the knowledge and experience they need to achieve. (The in depth knowledge we will be teaching is contained in unit plans - these further breakdowns include the knowledge taught in the unit and working scientifically questions to ensure that our children gain both knowledge and experience of being scientists.)

This curriculum is underpinned by the Golden Thread of the school

 **Knowledge progression:**















**Procedural knowledge:**



**Principles of Teaching**

All pupils are encouraged to participate in Science lessons regardless of race, culture, gender, ability or physical limitations. We use Science work to support our PSHE and Social studies where we have mutual respect and a sense of ethics behind what we do. *“Our Scientific power has outrun our spiritual power. We have guided missiles and misguided men.” Martin Luther King Jr*

Science is taught throughout the school from EYFS to KS2.

In EYFS the children are taught informally through questioning, discussion, continuous provision and engagement.

Science lessons from Year 1 onwards will all have the same structure:

1. A reminder of what Science involves as a subject area
2. Feedback and recall of the prior lesson
3. Related reading activities
4. Vocabulary check – reviewing word knowledge and introducing new words.
5. Discussion of the question and answering of the question (Through either research or discovery)

During Science lessons the children are expected to work in a variety of ways including in groups, as a whole class, in pairs and individually.

**Role of the Science co-ordinator**

Endeavour to promote a dynamic approach to the teaching of Science so that it is engaging and opens the children’s eyes to the world around them

Provide CPD and advice to staff

Oversee the implementation of the Science Curriculum

Keep up to date with developments through reading and course attendance

Monitor the subject through book looks/ planning/ observations/ children’s voice and data

Co-ordinate extra Science theme days and activities

**Assessment, Recording and Reporting**

Teachers will assess Science using the Head Start progress tests in Science termly. This data will be inputted in to the assessment system each year.

Policy Reviewed and updated by: R Minucci in June 2024

To be reviewed: June 2026