

Aims of this policy

- To provide opportunities to develop experimental and investigative skills in a range of contexts.
- To develop scientific skills and scientific processes such as observation and information-gathering, asking questions, measuring, communicating, drawing conclusions and interpreting results.
- To acquire a body of scientific knowledge through experimentation and investigation, which builds on and develops the sense of curiosity.
- To develop an understanding of our responsibilities towards living and non-living things.
- To make good use of the school grounds and habitats (pond, nature trail) and to foster links with the wider community and places of scientific interest.
- To look at science, its achievements and applications, and how it can change our lives.
- To foster positive attitudes that encourage the acquisition of knowledge and understanding of scientific concepts.
- A document, for the school community, to clarify what is taught.

What is Taught?

- In KS1, Science is taught for 1 hour a week and in KS2 for 2 hours, organised weekly or in longer blocks, depending on the topic.
- Throughout the Science curriculum the school's Learning Certainties are addressed, pupils are encouraged to be Enthusiastic, Responsive, Flexible, Resourceful, Inclusive, Resilient, Focused, Independent, Determined, Motivated
- Cross curricular links are developed wherever possible to make the learning as relevant as it can be. Direct links with sustainability, PSCE and Geography have been made through topics. Specific links are identified in our Medium Term planning.

Assessment

- Pupils are assessed at the end of each half-termly unit and this is recorded on Target Tracker
- These levels are used to plan for future provision to ensure pupils are on target and where necessary interventions are identified and implemented to support and pupils.

Appendices:

1. Curriculum Overview
2. Health and Safety
3. Resources (school view only)

Appendix 1 Curriculum Overview

Science Curriculum Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
1	Animals, including humans		Everyday Materials		Plants	
	Seasonal Changes					
2	Uses of everyday materials	Animals including humans	Forces	Electricity	Health and growth	Plants
3	Light	Rocks & Volcanoes	Forces & Magnets	Plants	Animals including humans Teeth & eating	
4	States of matter	Electricity	Sound	Animals including humans	Living things and their habitats	
5	Living things in their Habitats	Forces	Earth and Space (Winter)	Earth and Space (Spring)	Properties and changes of materials	Animals (Including Humans)
6	Living things and habitats Full investigation OCE	Animals and humans	Evolution and inheritance	Revision (Light and Shadows; Electricity)	Revision (inc. Forces)	Full investigations

Appendix 2 Health and Safety

When scientific resources are identified through risk assessments as health and safety implications, proper instructions and training must be followed before use, i.e. the use of chemicals in experiments.

Children are taught, throughout the school, to treat equipment with respect and to use it safely and appropriately. Teachers will ensure that explicit directions are given to minimise risk and that evaluations are made to ensure that these are kept up to date.

Useful websites:

CLEAPS <http://www.cleapss.org.uk/>