SCIENCE ON A PAGE

MALVERN WELLS
C.E. PRIMARY SCHOOL

Let Your Light Shine!

Introduction

The Malvern Wells aim is to improve life chances for all individuals and nurture the potential for the brightest future in all areas of the curriculum. All our learning is rooted in our 4 core values of courage, commitment, compassion and community and we want to see all children LET THEIR LIGHT SHINE as Scientists.

We believe, at Malvern Wells CE Primary School, that the teaching of Science should give opportunities for children to question and investigate the world around them.

Intent - What do we aim to deliver?

We will ensure that science is taught meaningfully and effectively through focusing on building their knowledge, developing their skills to work scientifically, giving them the opportunities to ask questions through a focus on scientific enquiry and building their science capital so that they have the opportunities to become the scientists of the future.

- Deliver an investigative based curriculum where children are encouraged to ask question and search for answers.
- Provide children with real life scenarios where they are required to use their knowledge of the world around them to solve problems as faced by Scientists.
- Develop an enquiry based approach to Science by planning the learning around Can I questions
- Support all children in accessing high-quality Science teaching, while challenging diversity stereotypes both in & outside the classroom
- Foster a love of learning where children develop their passion for Science.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Implementation - How do we teach our Science curriculum?

The Science curriculum at Malvern Wells CE, is planned inline with the National Curriculum, ensuring time is appropriately attributed to each strand using a range of resources including Pzaz and Plymouth Science to supplement. Meaningful connections are made between topics so that they build into a significant body of knowledge across a wide range of aspects. Clear explanations and teacher demonstrations play a critical part in developing pupils Scientific knowledge and enquiry based learning. Through interactive lessons, children are encouraged to investigate problems, learn how Science works and discover why Science matters in the world. Being able to question and make sense of things are two of the key skills children gain from science lessons which they can hold onto for life.

Knowledge Rich

Science is taught with knowledge at its core. Through carefully planned units, pupils know more and remember more. Science knowledge is important for children to be able to explain what they have learnt from the Scientific process. This process includes questioning, experimenting, collecting data, looking for patterns in results and drawing conclusions.

Enquiry Based

Scientific enquiry is a key component of our science curriculum as we want our children to know how to perform as scientists whilst using the knowledge they have acquired to reason and justify. Children work practically as scientists exploring and answering questions. Good quality practical work engages children in scientific enquiry whilst communicating the awe and wonder of the subject.

Vocabulary

Vocabulary is one of the threads which runs through every curriculum area and is key to academic success. In order to explain a science investigation or describe observations, pupils need to have a bank of scientific words. Vocabulary is carefully planned to feed through from EYFS to Yr6 , ensuring children develop Scientific literacy. Previous years' vocabulary, based on the topic taught, will be revisited alongside introducing and embedding new vocabulary. Children should know the meanings and pronunciation of words and use them in their writing as well as verbal explanations. All classrooms should have a vocabulary display for pupils to use when they are predicting, experimenting, investigating, discussing and evaluating.

Inclusion

The content of the curriculum is not reduced for children with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than changing the content itself. High expectations exist for all pupils at their own level of understanding.

Impact - How do we evaluate our Science curriculum?

Pupils are engaged in their learning and share a passion for science.

CPupils are confident in the use of key vocabulary in a range of contexts & are ambitious in achieving age - related expectations

Pupils know more and remember more, demonstrating good progress from their starting points

Pupils have the ability to explain their own Scientific thinking and understand that science is constantly developing and improving thus impacting our daily lives..

Pupils feel they are all scientists and capable of achieving high aspirations in the field of science. They understand that science has changes our lives and is vital to the world's prosperity.