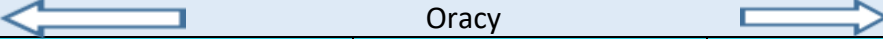


CURRICULUM INTENTIONS	Our Values and Expectations	'Life for Learning for Life ...' Science					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	Curriculum Drivers Our Learning Curriculum	Oracy 					
		Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the Science curriculum at Wembury Primary School	<ul style="list-style-type: none"> • The intent of our Science curriculum at Wembury is to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future. • We want children to understand how science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. • We want children to make connections across the Scientific enquiry skills (making observations, pattern seeking, research, identifying and classifying, as well as planning and undertaking investigations), so they are embedded in each topic the children study and are revisited and developed throughout their time at school, as per the National Curriculum. This model allows children to build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding knowledge into the long-term memory. 					

IMPLEMENTATION	CURRICULUM DELIVERY	<ul style="list-style-type: none"> • Subject expertise allows the science curriculum to be executed successfully. CPD is encouraged across the school and courses are identified and made available to staff. • We will ensure that all children are exposed to high-quality teaching and learning experiences, which allow children to explore their outdoor environments and locality, thus developing their knowledge and scientific and investigative skills. Teachers plan to suit the needs of their children’s interests, current events, enhancing their own teaching style and with the use of support staff and resources available. • Children will be immersed in scientific vocabulary, which aids children's knowledge and understanding not only of the topic they are studying, but also of the world around them. • Science is planned by following the National Curriculum Programmes of Study for long term planning. A range of materials are used to aid medium and short-term planning, including: Twinkl, Hamilton Trust, stem.org.uk, ase.org.uk and pstt.org.uk. By following the National Curriculum Programmes of Study, we ensure that teaching and learning is progressive throughout the school from Knowledge and Understanding of the World in EYFS all the way through to Year 6. • Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum with a variety of trips or visitors as and when appropriate and particularly during Science Weeks. • Where children need support with learning, teachers differentiate appropriately to meet the child’s need, modify tasks and access arrangements, as well as considering alternative means of recording. • We use questioning to develop enquiring minds at a greater depth for all children (Blooms). • Science is taught consistently, once a week for up to 2 hours, and is sometimes taught discretely in different contexts through other curriculum areas, or in relation to local or national events or developments. • We use a range of assessment tasks, completed at various times during a topic, to support teacher assessment by showing clear progression and new-found knowledge and understanding. 							
		The Learning Environment	Assemblies	Visitors	Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers	
		Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	House Teams	Responding to the News	
	TEACHING (PEDAGOGY)	Enquiry Based Learning		High Expectations		Consistent Practice		Challenge for All	Excellent Subject Knowledge
		Working Walls		Vocabulary Rich		Responsive to needs and interests		Reflective	Shared Expertise
		Mastery		Application of prior learning		Progressive		Enjoyment	Collaborative
		Risk Taking		Learning Skills: 5 x Rs		Breadth and depth		Pupil Led	Oracy
	ASSESSMENT	Quality First Marking and Feedback		Whole Class Feedback		Unit Assessments		Tracking Progress Over time	
		Next step marking		Self & Peer-Assessment		Pupil Conferencing		Moderation	

IMPACT	ATTAINMENT AND PROGRESS	<p>Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.</p>	<ul style="list-style-type: none"> • The impact of our science curriculum is that children understand the relevance of what they are learning in relation to real life. • Children are confident to discuss and share their scientific thinking with their peers and adults, applying their strong Oracy skills. • Our science books show evidence of engaging and relevant learning opportunities, with a clear learning journey where knowledge is built upon and skills are embedded and developed. • Our feedback is supporting children to strive to be the best scientists they can be ensuring a greater proportion of children are on track. • We carry out regular science monitoring ensuring high levels of teaching and learning are taking place. We measure the impact of our curriculum against the planned objectives, tracking of knowledge and understanding using appropriate assessments, pupil conferencing, lesson observations, and book looks. • Children add to prior knowledge when they move from EYFS and through the Key Stages. They are ready for secondary education, demonstrating a good or better level of knowledge and scientific enquiry skills when entering KS3.
	KNOWLEDGE AND SKILLS		
	READINESS FOR THE NEXT STAGE OF EDUCATION		

