



## SCIENCE CURRICULUM INTENT, IMPLEMENTATION & IMPACT

### CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills





### SCIENCE CURRICULUM INTENT



It is our intention that all children experience a high-quality science education which inspires and excites them, so that they gain a strong understanding of the local environment, in order to make sense of the world, and become children who:

Understand the use and implication of science today and for the future	Foster perseverance and determination when developing their enquiry and problem solving skills	Understand the scientific processes in the three disciplines of biology, chemistry and physics	Use first hand experiences that encourage methods of exploration, observation, problem solving, prediction, critical thinking, decision making and discussion	Ask and answer their own questions about the world around them using scientific language with increasing accuracy
Have an awareness and respect for their world and understand that their decisions and choices have global impact	Develop and foster a sense of natural curiosity	Are inspired by positive and diverse role models from past and present	Use a range of equipment safely and with increased independence	Acquire specific knowledge, concepts and skills to help them think scientifically and become confident in expressing and explaining their ideas

### SCIENCE CURRICULUM IMPLEMENTATION

We design our Science curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our Science curriculum intent.

Learning will be planned and delivered through:	<b>Science Vision Statements</b> which outlines the Science intent, implementation and impact and identify our chosen approaches and resources	<b>Science Overview</b> which identifies when planned units of work should be taught across the school	<b>A Progression of Skills document</b> for Science, identifying key knowledge and skills in a carefully planned sequence	<b>Medium Term Plans</b> with well-sequenced learning journeys carefully matched to clear learning objectives	<b>Rich, memorable learning experiences</b> with engaging hooks, carefully planned enrichment and purposeful outcomes	<b>Quality First Teaching (QFT)</b> with appropriate challenge and support
Learning will be organised through:	<b>Early Years Foundation Stage (EYFS)</b>					
	Personal, Social and Emotional Development		Communication and Language		Understanding the World	
	<b>National Curriculum (Years 1 to 6)</b>					
	<b>Science Content</b>					
	Plants	Animals including humans	Everyday materials	Seasonal changes	Living things & their habitats	Rocks
	Light	Forces	States of matter	Sound	Electricity	Earth and space
	Longitudinal Study					
	<b>Working Scientifically</b>					
	Asking & answering questions	Observing closely		Performing comparative and fair tests	Identifying and classifying	
	Gathering and recording data	Using results to draw conclusions		Planning scientific enquiries to answer questions	Using a range of scientific equipment	
School specific components reflect the context of our school:	<b>Outdoor Education</b> Including Hampshire Outdoor Education 		<b>Global Education</b> Including the 'Global Neighbours' resource: encouraging a deeper understanding of global injustice and equipping children to become courageous advocates for change   and the 'Global Dimension' resource: a global learning platform – 'The World in your classroom'		<b>STEM</b> 	

	<p align="center"><b>Health and Safety</b></p> 		<p align="center"><b>Hampshire Services</b></p> 		
<p align="center"><b>SCIENCE CURRICULUM IMPACT</b></p> <p align="center">We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes as outlined in our curriculum intent. These include:</p>					
EYFS outcomes	End of key stage 1 results	End of Key stage 2 results	Book Looks	External validation and inspection reports	Foundation Subject Assessment Sheets
Observations of children in various aspect of school life	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Governor monitoring evidence	Pupil Conferencing	Other anecdotal evidence