



Love for Science



Intent

At Leonard Stanley Primary we want our children to **love** science. We want them to grow up with aspirations for careers in science, whether it be as astronauts, nurses, forensic scientists, zoologists or engineers.

Our science curriculum is exciting and challenging. We aim to equip learners with not only the minimum statutory requirements of the National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to remember their science lessons in our school, to treasure these memories and embrace the scientific opportunities they are presented with. We also want to ensure the children learn about key scientists and key inventions internationally and within our county, thus providing a rich cultural capital.

Our teaching of science prioritises the development of scientific knowledge and vocabulary whilst working scientifically.

SEND

We teach an inclusive curriculum that allows children with SEND or who are disadvantaged to have the same opportunities as everyone else. We do this by developing a good understanding of each individual and adapting lessons to ensure that they achieve.

Assessment

Assessment is ongoing process throughout each lesson with opportunities for misconceptions to be addressed quickly.

Feedback and planning sheets are used by the teacher to assess and inform next steps, as well as End of Unit assessment sheets.

Assessment Data is collated and interpreted using our whole school assessment program, Insight.

Our Curriculum

We want our pupils to have big ambitions and high expectations of themselves. We want the children to work hard and show **resilience** to achieve and be **proud** of their achievements. We have a strong sense of **community** and we aim to create a curriculum that truly meets the needs of our children living in the Stroud Valleys, which is **creative** and provides them with essential knowledge (Cultural Capital) in addition to a **respectful** understanding of **equal opportunities** (protected characteristics), **British Values** and **SMSC** (Social, Moral, Spiritual and Cultural education). We want to drive and shape a curriculum that is inclusive, broad, rich, exciting, and balanced, which enables each individual child to develop academically, emotionally, creatively, socially, physically, and to be **kind**. Our curriculum will enable the children to acquire **knowledge**, express their opinions, reason, and debate-thinking; and apply knowledge and skills learned in a wide range of meaningful contexts.

Implementation

We use Developing Experts as our main science resource. In our science lessons, you will see:

- A clear **learning objective** and explicit teaching of new science **vocabulary**.
- Acquisition of new science knowledge, that builds upon **prior learning**.
- Children **working scientifically**, by asking questions, planning and setting up enquiries, observing, measuring, recording, interpreting, reporting and evaluating.
- Children carrying out a range of **science enquiry types**, including comparative/fair testing, researching, observing over time, pattern-seeking, identifying, grouping and classifying and problem solving.
- 'Expert films' to show **real-life examples** of science.
- Carefully structured, planned **continuous provision** opportunities to learn about science in Early Years.

Impact

- Be able to retain and recall knowledge that is pertinent to science with a real-life context.
- Work collaboratively and practically and be able to reason scientifically.
- Achieve age-related expectations in science at the end of each academic year.
- Be ready for their next phase of education - science learning at secondary school.