'Learn to love, love to learn'

Science subject leadership

1) What is the intent?

In science: What is the intent behind the sequence of learning / curriculum?

(Following the national curriculum)

- Children will be taught key **knowledge, skills and vocabulary** through sequences of coherent and connected lessons

- Science will be **fun, child- centred** and **interactive**

- Science will be taught so that children can build on previous learning. Children will be taught to make links across the curriculum and to their own lives

- In KS1the principal focus of science is to experience and observe. Children will be encouraged to be curious and ask questions about the world around them. Most of the learning will take place through practical and first-hand experiences

- In KS2 children will develop a deeper understanding of a range of scientific concepts. This will take place through exploring, testing and developing ideas as well as analysing relationships, observing changes and noticing patterns. Children will be encouraged to select appropriate ways to answer questions and will carry out fair tests, drawing conclusions from their findings

- **British values** – all learners will be valued and have the right to access the science curriculum within the school

- Children will be taught subject specific , science **vocabulary**

- Children are given opportunities to use a wide range of science resources to enable them to develop their science understanding and skills

- Children have **first- hand opportunities** such as visits to science fairs, places of scientific interest, science departments within the Trust and visitors

2) Implementation – science subject leaders will use:

- Lesson observations / check ins
- Long term and medium term planning – (does it show a learning journey?) a sequence of lessons, learning enquiries, visits eg. Weston Science Fair , visitors , first hand experiences etc?
- 'Working scientifically' skills will be taught in accordance with our yearly overview to ensure coverage and consistency throughout the school
- Learning enquiry walls , loops , learning enquiry big books, children's books to show what has been taught
- Pupil conferencing – can children make links between their science understanding?
- Talk to teachers – are they teaching the intended curriculum?
- Are teachers using 'Teacher Assessment in Primary Science' (TAPS) to enable them to make formative assessments which will lead to robust summative assessments at the end of the year.

3) What is the impact?

- Book looks
- Pupil conferencing – are children using key scientific vocabulary?
- Do children remember the **knowledge** that has been taught?
- Can children talk about their learning?

4) What will excellence look like in science?

- Teachers know the intent of science – why we are teaching what we are teaching
- There is a very clear journey in science which constantly makes links to and builds on previous learning
- Children will speak confidently and enthusiastically about the knowledge they have gained – including specific skills, knowledge, investigations or experiments they planned and have carried out
- Children are using technically- accurate science **vocabulary**
- Children can use a range of primary and secondary resources to support their learning and understanding in science
- Children can make links between scientific discoveries and their own lives
- Children have a clear sense of the importance of understanding scientific concepts
- Children can recognise the impact of significant science discoveries on their lives today
- At the end of primary school all children will be able to confidently plan, carry out, analyse and evaluate science investigations
- Children and adults have a love of science