

# Brackenwood Infant School



## Science

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

## **SCIENCE POLICY**

### **OVERVIEW**

At Brackenwood Infant School, we want children to develop a strong understanding of the world around them and develop their natural curiosity to find out how and why things happen in the way they do. As scientists, children experience science through different contexts that are engaging, contextual and appropriate for their age group. They acquire specific subject expertise and knowledge to help them to think scientifically, using enquiry and investigation to encourage creative thought. Children learn to ask scientific questions and discuss issues which affect their lives, their community and the world as a whole, now and in the future. Through a variety of first hand experiences, children have the opportunity to develop their understanding of the world through exploration and investigation. This “hands on, minds on” approach continues throughout school to aid conceptual understanding.

In addition, the children are immersed in scientific vocabulary, which aids children’s knowledge and equips them with the ability to be able to explain scientific concepts for themselves.

### **INTENT**

#### **At Brackenwood Infant School, our Science curriculum will:**

1. Be rich and relevant, providing children with excellent educational experiences in science which will equip them for the next stage in their education.
2. Allow all children to engage meaningfully with the subject of science and to develop an interest and fascination with the subject.
3. Provide challenge for our children and allow all children to make good progress in science.
4. Provide our children with the scientific knowledge outlined in the Early Years Foundation Stage curriculum and the National Curriculum.
5. Introduce specialist scientific vocabulary and terminology which our children will be able to use confidently.
6. Allow our children to develop subject specific skills in order to work scientifically, investigate the world around us and ask and answer questions.
7. Include well-planned opportunities for investigations and using appropriate scientific equipment to enhance children’s learning.
8. Contribute to our children’s spiritual, moral, social and cultural development.

### **IMPLEMENTATION**

1. In EYFS, science will be taught using the “Understanding the World” strand in Development Matters, with the aim of all children achieving the Early Learning Goal in “The World” and “Personal Development, Health and Self-care.”
2. In Key Stage 1, science will be taught using the National Curriculum programmes of study. These programmes of study will be delivered through both appropriate and engaging contexts (see Wider Curriculum Context Map) and individual science lessons and units.
3. Learning is defined as ‘an alteration in long term memory,’ and as such teaching strategies are used that allow both semantic and episodic memories to be made.
4. Metacognition and independent learning strategies are included in the teaching and learning of science.
5. Teachers will have high expectations for all children and work in lessons will build on previous learning to ensure progression in science.
6. Progression in subject specific skills will be ensured by using the Brackenwood Infant School Subject Expertise document. Children will be provided with opportunities to develop the Level 1 milestones in EYFS and then move onto the Level 2 milestones in KS1. Those children who are working at a greater depth will begin on Level 3 milestones.
7. Where science is the subject driver for a context, or a discrete subject, it is planned for through purposeful short-term planning and consists of:
  - i) A ‘knowledge rucksack’ that identifies the fingertip knowledge that children should learn in a context.
  - ii) Clearly identified ‘walking boots,’ that set out the science national curriculum objectives and the science subject specific expertise that are developed in each context.
  - iii) A ‘planning map’ that outlines an effective learning sequence.

8. Where appropriate, opportunities for investigations using relevant scientific equipment and resources will be effectively planned for as part of the learning sequence for a context. Any such activities will be appropriately risk assessed following the school's health and safety policy.
9. The school assessment policy and strategy is used effectively to ensure that all pupils including those with SEND are making good progress and achieving the highest standards for their ability.
10. The science lead will monitor implementation of the subject across the school through a rigorous monitoring timetable which will include lesson observations, looking at planning, work scrutinies and interviewing pupils.

**IMPACT**

Through our well-planned and engaging science curriculum, all children will gain a thorough understanding of scientific knowledge and an ability to use scientific specific skills. As scientists, our children will be able to use scientific vocabulary and terminology with confidence. They will have the necessary skills to be able to investigate and interpret the world around them and they will have begun to build an overview of science at an age and ability appropriate level. In addition to this, our children will develop a love for the subject of science and will have a curiosity to continue learning about the past.

All children will make good progress in science from EYFS to the end of Key Stage 1.

Revised and adopted by the Governing Body .....Review Date.....  
Signed by Cof G .....