

Appendix 13: Curriculum Statement for Science

Planning

The planning of Science remains the responsibility of the individual teacher, and is recorded in the yearly Curriculum Overview and, in Key Stages 1 and 2, on standard format termly or half termly medium term science plans. A blank template of the medium term plan is kept electronically on the school server in staff resources/curriculum/planning/blank planning formats/templates for science plans.

Organisation of the Curriculum

At the Foundation Stage, science is an integral part of topic work. Links are also made to other subjects so that pupils can develop and apply their scientific skills. Children are guided to make sense of the physical world around them, using their senses to make observations, ask questions and find information.

Science teaching may take place as part of whole school themes, as standalone lessons or as blocked periods. In key stage 2, a weekly science lesson is timetabled.

In key stage 1 and key stage 2, science is also taught as a whole school theme for one term each year. During this time, in addition to the weekly timetabled science lesson, more emphasis is put on science in other curriculum areas, for example, database of planets in Computing, writing reports on plant growth in English. The whole school themes for science are: Journeys through Space, Materials, Outside World, We are humans! These school themes are taught over a rolling programme of four years.

Typical Lesson

Each lesson features a focus on an enquiry skill objective and a knowledge based objective. Science lessons have no imposed formal structure but may contain the following elements:

Discussion: what the children already know from experience, what they have learnt so far, what they will be or would like to be finding out about next.

Teaching: directly to the whole class or through group or individual work.

Practical tasks or investigative work: working in groups or individually, practising scientific skills, finding out answers, being encouraged to think scientifically.

Recording: writing about what they have found out, drawing charts and tables and diagrams, using the computer and other media to record what they have done or found out about.

Communicating: sharing ideas, knowledge and what they have found out with each other, the teacher, other classes and adults as appropriate.

Homework: science lessons can be a vehicle to motivate children to extend their learning beyond the classroom. Although formal regular homework is rarely given in this subject area, teachers may encourage children to find out information and practise scientific skills out of school time in a variety of ways.

Environmental Education

Environmental Education forms an integral and vital part of the science curriculum, providing opportunities to develop the children's knowledge, understanding, concern and care for the environment. Encouragement is given to the children to apply the principles of energy efficiency, water conservation, waste reduction and recycling and litter control. Recycling is actively encouraged throughout the school. There are many opportunities within science for children to learn about the choices they have and the impact that they can make on their environment. Additionally, there are many resources within our school grounds which allow effective teaching of environmental science, including our garden and pond areas.

Health & Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children should always be encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking scientific activities.

Resources

There is a collection of teachers' resources in the staffroom to aid planning activities. This collection is constantly reviewed and updated. Large and small science items are stored in the big hall cupboard so as to be easily accessible for staff and children. All shelves are labelled and it is the responsibility of each member of staff to ensure that equipment is tidied away after each session. The subject leader is responsible for ensuring that these resources are constantly up-dated in line with teachers' requirements, budget permitting.

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