



Science Curriculum Statement WPS

Curriculum Intent

At Woolton Primary we are scientists! We want our children to love science. We want them to have no limits to what their ambitions are and grow up wanting to be doctors, veterinarians, chemical engineers or microbiologists. The science curriculum has been carefully crafted so that our children develop their scientific capital. We want our children to remember their science lessons in our school, to cherish these memories and embrace the scientific opportunities they are presented with! The science curriculum promotes curiosity and a love and thirst for learning. It empowers our children to become independent and resilient. We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, which often feeds into the science curriculum.

Curriculum Implementation

We empower our staff to organise their own year group science curriculum under the guidance of our subject leader. The subject leader and teachers develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but meaningful links are made across subjects. They link prior knowledge to new learning to deepen children's learning. Our short-term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve them. Teachers have access to resources from PZAZ, Rising Stars and Twinkl to assist with planning and preparation. We encourage staff to teach a weekly science lesson. This helps to ensure sufficient time is allocated to science and that scientific subject matter can be revisited frequently. When planning, all members of staff should assess any risks that may occur during a practical investigation and develop ways to minimise these risks. All staff members are responsible for the safety of children during these times and the children themselves, should be aware and knowledgeable on what the potential risks are and how to reduce them. Science displays should be used to enhance and promote learning, as they should include the key vocabulary and key concepts or ideas that are relevant to the topic. Where possible, trips to outside locations should be facilitated so that children can develop their understanding and for their learning to be enhanced too. As well as focussing on science as an individual topic, there should be the consideration of science in a cross curricular manner, to ensure that knowledge and understanding is being applied in the wider curriculum.

Curriculum Impact

Assessment should occur against the National Curriculum 2014 and the relevant, I Can statements. EYFS should be referring to Early Year Outcomes, as well as Knowledge and Understanding of the World. We use both formative and summative assessment information in every science lesson. We use this information to inform our short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able. The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills in science are progressive and build year on year. Teacher assessment information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in science. Monitoring in

science includes: book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.