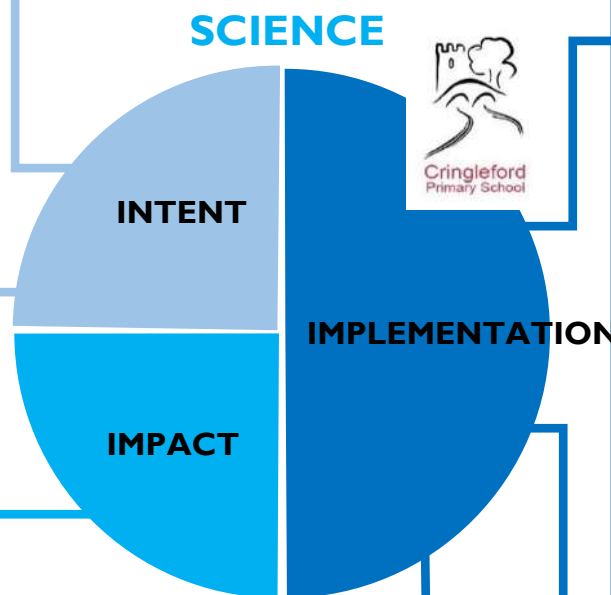


Our Curriculum:

- aims to provide the children with an understanding of the world and how science changes our lives.
- **Working scientifically** underpins the development of
 - **scientific knowledge and conceptual understanding;**
 - the children's understanding of the **nature;**
 - the **processes and methods of science**
 - the **uses and implications of science** today and in the future.

Spiritual Development – much like maths, science will allow children to explore the hidden patterns and structures of the universe. They may experience a sense of awe when they realise the beauty of nature, from the symmetry of flowers to the vastness of galaxies. This can lead to a deeper appreciation for creation and the mysteries of life, enhancing their spiritual connection to the world.

- Summative and formative assessment strategies are used to support children's progress, inform future planning and ensure effective teaching.
- A range of feedback strategies are used so children are aware of their next learning steps.
- Children are taught how to talk about their learning and how to be reflective learners.
- Key knowledge and working scientifically skills are assessed at the end of each unit and reported to the next teacher using our **What Makes a Cringleford Scientist?** assessment record.
- The working scientifically skills are reported to parents at the end of the year.
- The Science Subject lead monitors the impact of science teaching by:
 - Maintaining subject portfolio
 - Monitoring children's work and displays
 - Talking to children about their learning
 - Analysing assessment data



Inclusive for all

We provide opportunities for children to learn in different ways

- Use of pictures alongside vocabulary to support understanding
- Group work and Independent work
- Asking questions and developing curiosity
- Problem solving and opportunities to develop reasoning
- Practical activities
- Use of technology
- Pre-teaching if appropriate

What Makes a Cringleford Scientist?

- Our curriculum is planned around the National Curriculum and has been carefully **sequenced** with a progression of knowledge, skills and vocabulary.
- We aim to **build** children's knowledge and understanding as they progress through school.
- Children recall what has been learnt before to help new knowledge to "**stick**" to the previous learning.
- Our curriculum is based on answering scientific questions and solving problems.
- Children learn about real-life scientists from a diverse range of backgrounds
- Children develop all aspects of **working scientifically**:
 - Children learn how to use equipment safely.
 - Children present results in a variety of form to report their findings.
- Parents who have careers in science-related professions share their expertise and inspire our children.
- Where appropriate, trips and visits are organised to embed and recap learning.
- Science day in March is an opportunity to develop science across the curriculum and share learning with other year groups.

Accessible for all

Strategies we use in Science to support SEND and EAL children

- Effective use of adults to provide support when possible
- Scaffolding activities using structured recording tables / sheets.
- Breaking tasks down into small manageable steps
- Using dual coded, visual prompts and modelled examples
- Providing key vocabulary lists
- Use of collaborative tasks to promote peer support in collaborative tasks
- Check learner's understanding at the start of an activity by asking them to paraphrase instructions

SCIENCE AT CRINGLEFORD CE VA PRIMARY SCHOOL

	Autumn	Spring	Summer
EYFS	My body Light and dark, colour	Materials Cold/ice, changing states	Insects, lifecycles naming body parts Ocean habitats, care for the ocean/world,
Year 1	The Seasons Parts of Animals Comparing Materials	The Seasons Identifying Materials Types of Animals	The Seasons Plants Conclusion to Seasons work
Year 2	Living things Uses of materials	Materials: Changing Shapes Plants	Habitats Feeding and Exercise
Year 3	Movement and Feeding Magnets and Forces	Rocks and Soils Parts of Plants and What Plants Need	Light and Shadows STEM project - Flight
Year 4	Human Nutrition Sound	States of Matter Dangers to Living Things	Grouping Living Things Electricity
Year 5	Earth and Space Forces	Life Cycles Forces	Materials Separating Mixtures
Year 6	Light and Sight Our Bodies	Evolution and Inheritance Classifying Living Things	Changing Circuits Review and Celebration