Science Curriculum at Pyrford Primary School

Intent, Implementation and Impact

Intent	Implementation	Impact
• A curriculum with clear progression of knowledge whilst simultaneously developing scientific enquiry skills. • The working scientifically skills build on the Characteristics of Effective learning from the EYFS (Nursery and Reception). • Working scientifically skills are developed further from the C of EL through highly engaging investigations, culminating in the Upper Key Stage 2 planning and carrying out their own investigations. • Learning and use of ambitious scientific vocabulary underpins all science lessons. • All children should be able to access and achieve the substantive knowledge objectives within the curriculum, regardless of their skills and ability in English and Mathematics.	• Science is taught weekly. • Cross curricular links are identified and highlighted to children. • All lessons have a knowledge and a working scientifically objective. • The curriculum is mapped out to show how the substantive knowledge gained in one year group builds on the previous year group(s). • Knowledge organisers are used throughout the school to ensure that the new knowledge gained in each unit is accessible at all times, for children to refer back to. The links to previous learning are made explicit at the top of all the relevant knowledge orgainsers. • Through staff meeting CPD the link between the C of EL and the disciplinary working scientifically skills has been shared with all teaching staff. • The units which lend themselves to meaningful disciplinary scientific enquiry are identified, and teaching time is prioritized for these units, rather than units where objectives are mostly substantive knowledge focused. • The non-statutory curriculum is used to enrich and enhance the learning within units. • Staff will have a secure understanding of how to scaffold task and collect evidence from children which highlights their scientific concept knowledge, even if they struggle to record it. • Simple and effective assessment activity ideas have been shared with staff, for both substantive and disciplinary elements of the curriculum (October 2022) •	<u>Impact</u> • Children will leave the school with enquiring minds and will able to conduct complex investigations independently. • Children will be able to explain scientific concepts, making links between concepts, drawing on their previous learning.

• The learning of Scientific concepts through these hands on activities is vital if children are to fully understand themselves, and the world around them.		