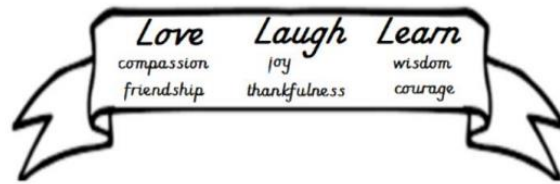




## Wrockwardine Wood CofE Junior School Curriculum Intent statement: Science



Our school community will ignite the ability in all to 'Love, Laugh and Learn', recognising the extraordinary and wonderful in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus's promise 'I have come to give life and life in all its fullness.' (John 10:10)

At Wrockwardine Wood Junior School, we recognise the importance of science in everyday life and its importance in inspiring children to discover things of awe and wonder in the world around them. With this in mind, we give the teaching of science the prominence it requires ensuring that children are able to flourish, love, laugh and learn.

### Intent

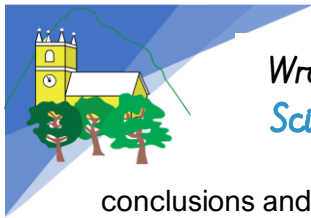
Our Science curriculum aims to develop our children's natural curiosity to enhance their understanding of the world around them through the disciplines of biology, chemistry and physics. All pupils will be taught the essential knowledge, methods, process and uses of science through our board, balanced and vision-based curriculum. They will be encouraged to understand how science can be used to explain what is occurring, predict outcomes and analyse results. Our rich curriculum, when coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness'. (John 10:10) will allow children to develop a well-rounded understanding of the world around them and a thirst for learning.

**"Train up a child in the way he should go; even when he is old he will not depart from it."** (Proverbs 22:6)

### Implementation

At Wrockwardine Wood, we aim to enthuse children in order to develop their thirst and wisdom for scientific knowledge and to be curious about the world around them. We do this by using the Engaging Science scheme as a basis for our planning which is supplemented with a selection of other resources that enhance the chosen scheme of work. This hands on, practical approach allows us to deliver the knowledge aspect of the curriculum through a broad range of scientific investigations. Each lesson aims to inspire awe and wonder and to link their classroom scientific experience with a real-life application enabling the children to make the links between science, the real world and their potential to flourish in it. Children discover joy in the world around them and learn to be thankful for the world they live in. As they work together, they strengthen friendships and their ability to care for one another.

Science is taught over a whole afternoon, once a week and covers a range of topics including earth and space, animals including humans and light and sound. The children will experience most topics twice during their time at our school which allows them to gain an in depth understanding of each area. Previous skills and knowledge are built upon and scientific vocabulary is embedded and reinforced. Links between science and other curriculum areas are always highlighted. English and maths have a prominent role to play in science as children record and present results and write predictions,



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*Science*

conclusions and reports.

Alongside our weekly Science lessons, children experience educational visits linked to their science topics, which enhance the subject and supports their cultural capital. Where appropriate, we visit the forest school area and have visitors into school to conduct science related workshops. These experiences, alongside our inspiring, vision based curriculum, show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

**Impact**

Progress in science is measured against National Curriculum statements. The knowledge element of the curriculum is assessed formatively using AFL tasks. The outcome of these are used to plan and deliver lessons. Once the lessons have been taught, a second AFL activity is planned and the children's understanding assessed, The combination of the AFL activities and the unit's work enables teachers to make a formal assessment judgement against each national curriculum statement.

Specific scientific enquiry skills are assessed twice in a unit using TAPs assessment tasks. Children independently carry out the relevant enquiry allowing teachers to make a judgment against the national curriculum statement. Over the year, all scientific enquiry skills are have assessed using a TAPS task. The teaching of Science is monitored through learning walks, planning scrutiny and a pupil voice.