**Science Intent Statement**

Science will be taught as a discrete subject but will be linked to other areas of the curriculum where appropriate. We will provide opportunities that encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology will be introduced and reinforced during sessions and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and investigations using equipment to gather and record data. Whilst at Sherdley Primary School, children will learn about plants, animals including humans, materials, seasonal changes, habitats, rocks, light, forces, states of matter, sound, electricity, earth & space and evolution & inheritance. Relevant scientists and their contributions to the world will be introduced to the children throughout the year.

**Implementation**

Management

The science curriculum is led by an enthusiastic member of staff who has held the position for several years, and has a love of engaging children in learning about the world around them.

The science coordinator has attended training and cluster teams with St Helens First Network and worked collaboratively with Sutton Academy to teach Year 5 and 6 pupils to carry out investigations and experiments using specialist scientific equipment. They have led staff meetings to deliver professional development on scientific questioning and working scientifically.

The science curriculum coordinator has written the curriculum map for EYFS-Y6, progression maps for EYFS-Y6, subject AREs for each year group. They worked closely with two other members of staff after training at a teaching school whose head was a National Leader of Education to implement knowledge organisers for science.

Planning

Science is Sherdley Primary School follows the National Curriculum in England for Primary Schools and informs the long- and medium-term planning through a whole-school science curriculum map, ‘working scientifically’ documents and progression of skills document for each year group which also supports the assessment of children’s scientific knowledge and understanding.

Short term plans have clear objectives which ensure the relevant year group science content and working scientifically objectives are covered. Staff are encouraged to use a variety of resources to bring their planning to life through teaching and learning activities, such as Developing Experts, Twinkle, and…

The wider use of science teaching and learning is also carried out in other subjects and is encouraged outside of school with scientific-related discussions, learning opportunities and activities. Examples of these include school and classroom assemblies which discuss climate change, libraries and class reads based around science themes and topics and access to extra-curricular clubs and activities (gardening, litter picking, mindfulness, physical activities, etc.) to instil and inspire a passion for science learning within and beyond the school grounds.

**Impact**

Pupil Voices are carried out on a regular basis and through their feedback it is evident to see that the children have a confident understanding of what science is and are able to recall many of the science topics they have been taught due to the enjoyment of the practical learning experiences within these lessons. Children really enjoy their science lessons and also describe themselves as good scientists because they can do experiments where they “find out things”, even though the work can sometimes be challenging. They love to do experiments and investigations and would like to do more of these in their science lessons.

The children’s scientific vocabulary is excellent, as they can remember words which have been taught to them during their science learning experiences and understand how they relate to scientific concepts. This enables them to make written predictions and describe what they have found out using the appropriate vocabulary.