



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

Science

At Hazlewood Community Primary School, we recognise the importance of Science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires.

The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

Intent

Our aim is to provide children with stimulating, challenging and engaging lessons that ignite a passion for science, delivered through enquiry, questions and practical experiments.

Unlocking limitless potential through inspiring curiosity. Developing an understanding of the nature, processes and methods of Science through different types of science enquiries that help them to answer scientific questions about the world around them. Enabling them to be equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

Embrace difference through delivering an inclusive and rigorous scheme of learning for all children regardless of needs, ability or background.

Encourage higher order subject skills such as questioning, developing explanations, reaching conclusions, making judgments, evaluating and applying information learned in one context to another.

Implementation

Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in science. Our whole school approach to the teaching and learning of science involves the following;

Science will be taught in planned and arranged lessons/ blocks by the class teacher. This is a strategy to enable the achievement of a greater depth of knowledge.

Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.

We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.

Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the units of work.

Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.

Impact

At the end of each year, children will have gained a deep understanding of the different areas of science, scientific vocabulary and practical skills. Children will have reached the expected level or obtained greater depth.

As they progress throughout school, they will be able to make clear links between previous learning and current learning.

Through discussions and feedback, children will build upon their confidence by sharing their knowledge with their peers.

Each child will use acquired scientific vocabulary to interpret and convey their understanding of the world around them. They can analyse and interpret

information in order to question and reflect on their learning.

Children show a high level of pride in the presentation and understanding of science.